DOCUMENT RESUME

ED 065 648 UD 012 823

AUTHOR	Wilson, Jerusa; And Others
TITLE	An Evaluation of ESEA Title III Projects, Fiscal Year 1972. Interim Report.
INSTITUTION	District of Columbia Public Schools, Washington, D. C. Departments of Research and Evaluation.
PUB DATE	May 72
NOTE	126p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Disadvantaged Youth; *Early Childhood Education; Experimental Programs; Federal Aid; Federal Programs; *Health Programs; *Parent Child Relationship; Pilot Projects; *Preschool Programs; *Program Evaluation; Public Schools; Rubella; Urban Schools
IDENTIFIERS	District of Columbia; Elementary Secondary Education Act Title III; ESEA Title III Programs

ABSTRACT

This report contains descriptions and progress of five projects in the District of Columbia partially or wholly funded by ESEA Title III: (1) The Columbia Road Preschool Pilot Project, a second-year experimental effort designed to serve as a model school providing an experimental setting for early childhood educational programs; (2) The Montessori Preschool Project, designed to adapt the Montessori method and to develop a model for a public school setting; (3) Continuing Education and Services for School Age Mothers, for which an interim report has not been included in this evaluation report; (4) Development of a Complete School Program for Rubella Children Beginning During the Pre-School Period, a project of the Special Education Department of the D.C. Public Schools, designed primarily to provide educational opportunities for young hearing impaired children who might also have other handicaps concomitant with maternal Rubella; and, (5) The Parent-Partners Traineeship Proposal for a Parent Education Program, designed to foster parent-pupil partnership in order to reinforce and extend the educational experiences of children. [Several pages of this document are not clearly legible, but it has been reproduced from the best available copy.] (RJ)

ED 065648

An Evaluation of ESEA Title III Projects
Fiscal Year 1972

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Interim Report

MAY 1972

BEST AVAILABLE
COPY

Evaluation Program Coordinated
by the Assistant Superintendent of
the Departments of Research and Evaluation
Division of Planning, Research and Evaluation

UD 012823

Interim Report

Departments of Research and Evaluation
Division of Planning, Research and Evaluation

Dr. Mildred P. Cooper - Assistant Superintendent for Research and Evaluation

Ms. Lavolia W. Vails - Coordinator of ESEA Title III Evaluation

Ms. Gloria Roberts, Advisory Council Chairman
Ms. M. Patricia Goins, Vice Chairman

Mr. Harris Taylor, Assistant Superintendent Department of Federal Programs

Miss Lorraine Wright, Coordinator - ESEA Title III

Project Directors:

Ms. Carol Burton
Ms. Fabola Gill
Ms. Phyllis Hopson
Ms. Doris Hundley
Mr. J. Weldon Greene
Director and Program Developer
Ms. Marion Simons
Ms. Hattie Davis
Ms. Selma Wesley

Consultants:

Dr. Donald Brown
Dr. Shlomo Cohen
Dr. Irene Hypps
Dr. Jerusa Wilson

2

Departments of Research and Evaluation

PROJECTS

Columbia Road Pre-School Pilot Project

Montessori Pre-School

Continuing Education and Services for School Age Mothers

Development of a Complete School Program for Rubella Children Beginning During the Pre-School Period

Parent-Partners Traineeship Proposal for A Parent Education Program

Training Center for Open-Space Schools

Preface

This report contains descriptions and progress of five of six projects funded, or funded in part by Title III ESEA. A formal evaluation of the sixth project will not begin until September, 1972.

Moreover, two of the projects are continuing projects--The Rubella Program and the Columbia Road Pre-School.

Because of the imposed freeze, the projects operated for some time under unanticipated handicaps, including the external evaluation process. However late, consultants were contracted by the Departments of Research and Evaluation, Division of Planning, Research and Evaluation. These consultants are experienced, and have expertise in the concerned areas of the projects.

It should be noted that very frequent contact was made between Project Directors and the coordinator of evaluation of the projects. Also, on-site visitations kept the lines of communication open in the evaluation process during the freeze.

The Evaluation Report of the "Open Space Schools" is a final evaluation of Cycles I and II of the project written by the contracted consultant. Cycle III of the program was written by the Coordinator of Evaluation.

Location and titles of projects are as follows:

Columbia Road Pre-School Pilot Project (Continuation and Final Year of Title III Funding)

Calvary United Methodist Church
1459 Columbia Road, N. W.

Montessori Pre-School

John Burroughs Elementary School
18th and Monroe Streets, N. E.

Continuing Education and Services for School-Age Mothers

Webster Girls' Junior-Senior High School
10th and H Streets, N. W.

Development of Complete School Program for Rubella Children Beginning During the Pre-School Period

Jackson Elementary School
31st and R Streets, N. W.

Parent-Partners Traineeship Proposal For A Parent Education Program

Aiton Elementary School
533 48th Place, N. E.

Training Center for Open-Space Schools

Ketcham Elementary School
15th and U Streets, S. E.

Langdon Elementary School
20th and Franklin Streets, N. E.

Shaed Elementary School
Lincoln Road and Douglass St., N. E.

Weatherless Elementary School
Burns and C Streets, S. E.

Columbia Road Pre-School

Report prepared by:

Jerusa Wilson, Ph.D.

AN INTERIM EVALUATION REPORT

OF

THE COLUMBIA ROAD PRESCHOOL PILOT PROJECT

Submitted To:

The Department of Research & Evaluation
The Public Schools of the
District of Columbia

By:

Jerusa C. Wilson, Ph.D.
Consultant

May 1, 1972

INTRODUCTION

The Columbia Road Preschool Pilot Project is a second-year perimental effort conducted by Washington Preschools, Inc.* e Project was designed to serve as a model school that provides an experimental setting for early childhood educational programs. ditionally, the Project was designed to be one of outstanding ality where children, parents and staff from racially and economically diverse backgrounds can work together to maximize the growth of each child and the humanistic benefits to the tal community.

The School is located in a high-density Black poverty area the District of Columbia near the 1968 riot-torn 14th Street rridor, a fact deriving from the School's origins in post-riot discussions between representatives of the Columbia Heights mmunity and Washington Preschools, Inc.

The Project features a learning-team approach in which rents, as well as children and staff, are involved in the educaonal process. The opinions of parents are welcomed and have a genuine influence on policy and curriculum. Coordinated use of e home and school and the learning environment of the child is continuing objective. The school itself provides an opportunity or constructive interaction among diverse community groups - "inner" and "outer" city, affluent and poor, black and white. rents of diverse backgrounds and lifestyles come together over mmon problems and interests.

The School began in the Spring of 1968. Community interest s high and leaders of the Columbia Heights Community Association lent their support. The Calvary United Methodist Church, seeking further its involvement in the community, offered space at nimum rent. Fliers were sent out and a community meeting was held. It was attended mostly by middle-income blacks and whites eking a common meeting ground in the tense atmosphere of racial olation following the 1968 civil disturbances.

A staff was brought together and began knocking on doors to cruit children. There was some suspicion at first and it wasn't ntil the school was established that people began to come in on their own.

---

*Washington Preschools, Inc. (WPI) is a private, non-profit mmunity organization, founded in 1967 by a group of concerned shington citizens. WPI develops, implements and promotes early ildhood education programs outstanding for their educational ality and for the opportunity they provide for interaction among verse community groups.

Many parents helped the school to get started: they donated nd built equipment and painted the classrooms. There was a representative parent advisory board, but it was selected by the director. As the school grew, parent input was increasingly sought.

The Columbia Road Preschool Project received funding from the Title III Program initially in September, 1970. The Evaluation Report contained herein focuses upon the second year of the Project during which Title III funds were received.

This Evaluation Report describes 1) the population of pupils served by this Project, 2) the objectives of the Project, 3) the components of the Project designed to reach these objectives, and) information on the extent to which the objectives have been reached.

CHARACTERISTICS OF PARTICIPATING PUPILS

The pupils in the Columbia Road Preschool Project come from he immediate poverty area, the adjacent middle-income racially mixed Mt. Pleasant area, and the middle and upper income areas of Northwest Washington. The number of Black children in the Project s twenty (20) which represents 43% of the total school. The umber of White children is twenty-six (26) which represents 53% of the total Project population.

The Project has three classes as follows:

A. Three-year-old Class of fifteen (15) pupils

B. A Transition Class of fourteen (14) (late 3's and early 4's)

C. Four-year-old Class of seventeen (17)

In terms of the socio-economic status of the families of children at the school there are approximately twenty-one (21) or 46% who come from poor homes; the rest are from the middle ncome category and the upper income category. The children are generally of good physical health and free of major emotional problems.

EVALUATION DESIGN FOR THE COLUMBIA ROAD PRESCHOOL PROJECT

The evaluation of the Columbia Road Preschool Project consists of several major parts which follow each other in a logical fashion. The first major part of the evaluation focuses upon the bjectives of the Project. These objectives define the direction f the Project and enable us to predict the most likely outcomes.

The instructional program and the environment in which the rogram is carried out is of significant importance in determining the extent to which objectives are reached. The Program is the nstrument through which we are able to reach our objectives.

The actual implementation, and operation of the Program provides the opportunity for process evaluation. This relates specifically to the extent to which the Program is carried out as planned or otherwise modified in a systematic manner.

The collection of baseline data to be used as a reference oint in measuring changes in relevant behaviors is also a major spect of the evaluation. In the present evaluation, much of the desired baseline data was not obtained because of the lateness of unding for evaluation. The Evaluation will utilize as much data rom the previous year as possible in establishing criteria or baseline points.

In addition to initial baseline data there is also a need for interim and end-of-year data on the same variables. Data obtained n this fashion enables us to note the changes which result in the hild as a function of the Program.

In regards to observed changes it is important to point out he necessity for us to be able to specify that the changes result rom the Program and not other variables over which the Project has no control. This means, of course, that we must rule out or now and document the effects of other systematic variables in our xperimental setting. Our analysis of the Project to date indicates that the Program being implemented is the primary training actor for children in the Project.

All data which assesses the outcomes of pupils has been anayzed by appropriate statistical techniques. To the extent possile the results are stated in statistical terms.

GENERAL OBJECTIVES OF THE COLUMBIA ROAD DAY CARE CENTER

The objectives of the Columbia Road Preschool Project relate rimarily to the pupils, parents, and the Administration of the roject. The general objectives which pertain to pupils are as ollows:

A. To assist in the cognitive development of each child.

B. To assist in the emotional and social growth of each child.

C. To help each child develop positive social attitudes toward other children and conversely, to inhibit the development of stereo-typical attitudes and concepts among children of different backgrounds.

D. To assist each child in developing a positive self-image.

E. To prepare the children of the Project to assume academic work at a higher level than that provided by the Preschool, i.e., prepare them to be ready for kindergarten or first grade work.

More specific objectives for pupils will be outlined in the ection pertaining to the Program.

The primary objectives relating to parents are as follows:

A. To involve parents as an integral and vital part of the school and thus their own children's schooling.

B. To provide parents the opportunities of shared experiences with persons unlike themselves in several ways in order to broaden the parents attitudinal base and to learn and appreciate the life styles of athers.

C. To assist parents in obtaining knowledges, skills, understandings and attitudes that will help their children in these same areas in school, i.e., help prepare the parents to become change agents for their children as well as the community in which they live.

OBJECTIVES OF THE PROJECT ADMINISTRATION

In order to reach the objectives which have been outlined for upils and parents it is necessary that the Director and Staff obtain the following types of objectives:

A. Design and implement a curriculum or curricula to assist the child in all areas of development and concern.

B. Design and prepare a learning environment that will assist in obtaining Project objectives.

C. Obtain appropriate instructional personnel to carry out the plans of the Project.

D. To provide for adequate communication between the Project Director and Staff, and parents, between Project Director and Department of Research and Evaluation Personnel at the Washington D. C. Public Schools Office.

E. To plan and implement appropriate training programs for teachers, assistants and others involved directly in the Project.

F. To assist in the evaluation of the outcomes of the Project.

THE PROGRAM OF THE COLUMBIA PRESCHOOL PROJECT AND RELATED GOALS

This section of the Report presents the major areas of growth on which the Project has focused and the specific goals the Pro-ect expects to reach for each age group of children. The nstructional methods used to assist the child's growth in each rea are also presented for each area of growth considered. The reas, their goals and methods are presented below.

THREE-YEAR-OLD CLASS

A COGNITIVE SKILLS DEVELOPMENT

1. Goals and Expectations

   a. Name and distinguish colors, as well as knowing which colors can be combined to form some of the secondary colors.

   b. Recognize basic shapes - circle, square, triangle.

   c. Recognition of own name.

   d. Ability to recognize differences and match identical pictures.

   e. Awareness of spatial relations - over, under, behind, in front of.

   f. Rote count to 10.

   g. Development of verbal skills - emphasis is placed on the results that can be achieved through the use of language so that the child will be motivated to develop verbal skills. Children are learning that with clear, careful speech, one may convey a thought or desire that will result in some type of action being taken by the person addressed.

2. Methods

   a. Colors - play dough is mixed in two primary colors. Eventually children mix the play dough and note the new color that is formed. Children are encouraged to help mix the paints and note how to form new colors. Colors are used in games and dances.

   b. Shapes - objects and cardboard or wooden patterns of various shapes are made available to the children. Some children play with the shapes and recognize them by name and others even attempt to trace the shapes. Teachers have introduced games which involve colors, shapes and numbers together (e.g. give me 3 red circles).

   c. Verbal skills - methods used earlier in the year are still generally employed:

      (1). Daily show and tell during which children share experiences.

      (2). Encouraging children to ask for articles by name and to otherwise verbalize their wants and needs.

(3). Question and answer times before and after trips and special experiences.

(4). Daily story time.

(5). Teachers devote much time to conversing with the children both individually and in groups.

(6). Lots of opportunities are provided for children to engage in activities such as dramatic play or snack time where conversation tends to flow freely.

(7). Children are given lots of positive reinforcement for all attempts at verbalization.

B. SOCIAL AND EMOTIONAL GROWTH

1. Goals and Expectations

Children are much more able to tolerate a certain amount of frustration and delayed gratification by this time of the year. They are better able to control anger and have learned to deal with feelings through verbalization. They have also learned to share teacher-time and attention, as well as classroom equipment. The class is able to function as a whole when the activity requires this and, at the same time, can relate to adults and each other on an individual basis. As a group, the class has remained very affectionate -- a genuine fondness still exists for one another even though new "best friends" are made every day. The children seem much more self-confident and out-going and all are able to perform for both teachers and classmates in music and dance activities.

The emphasis placed on attaining independence has met with great success. All are able to put on their own outer garments, although some still need help with buttons and zippers. In all classroom activities, children have learned to do things without teacher assistance and can also rely on their own initiative for finding things to occupy themselves.

By this time of year, attention spans have lengthened considerably. Most children can sit for at least 20 minutes during a group activity and can work independently at an activity for a greatly increased length of time.

One of the major concerns is that of helping the child to develop a positive image of himself and his family. Great changes are now apparent especially in those children who seemed quiet and inhibited at the start of the year. Their newly-emerging confidence is evident in all of the daily classroom activities. Each child has come to think of himself, his family and his community as something special.

2. Methods

At the three-year-old level, much is done to help the child become aware of the fact that there are other people in his world and that this fact is attended by both joys and frustrations: it is very nice to have a friend to play with, but sometimes it's not so nice if there's only one bicycle and both of you want it; it's fun to throw sand at people, but if you do they sometimes cry or get very angry. Teachers try to make children aware of the necessity for being considerate of the feelings of others and for learning how to share. They encourage children to talk about sharing and structure a world with some challenges, but also with the assurance that everyone will be treated fairly. Children learn that there is an end to waiting and that they will always get a turn, be it at playing with a favorite toy or sitting alone with the teacher: At first, teachers must frequently intervene to be sure that everyone does, indeed, get a turn, but gradually the children internalize the rules of fair play and apply them without frequent reminders.

Children are asked to breathe deeply when angry and to think about what has made them angry before striking out physically. This deep breathing seems to relieve much anxiety and tension.

Teachers help children to become flexible and "roll with the punches" by maintaining a relaxed, low-keyed atmosphere in the classroom. Teachers endeavor to remain calm in all situations. They might express displeasure at a child's behavior or at an unpleasant situation; but they try to do this in an unemotional way so that a child never feels that his relationship with the teacher or with his peers is being threatened. The behavior is criticized or questioned and not the child himself.

Activities that are interesting to the children, and that obviously require quiet attention like stories, use of the bag of textures and shapes, the tasting tray or the smelling tray have been a regular part of the classroom routine throughout the year. In this way, children are motivated to remain relatively quiet for a certain span of time because it makes an activity more enjoyable. Stories are fun and you can't hear the teacher if you're making too much noise. Children are always given reasons why certain behaviors are appropriate and not merely expected to perform in a certain manner to satisfy an adult whim or to conform to a book of rules.

Children are reminded quite frequently of their importance. Their accomplishments are always highly praised. They realize that any contribution they might make in the form of a song, a dance, or an experience they've had is welcomed and valued.

Each child has a bucket with his name on it in which to keep his personal belongings and the things he has made at school. There is a chart in the room on which cards with the children's names are placed as they come in and also a coat rack with a child's name above each hook.

SCIENCE

1. Goals and Expectations

Beginning-of-the-year goals of learning to care for living things, becoming aware of seasonal changes and the ways in which cooking and freezing cause matter to change form continue to be emphasized. The children have learned that animals have feelings and can be hurt by rough treatment just as people can; that animals need food, air, water and warm dwellings just as people. Through comparisons of this nature, the children have come to insist upon gentle handling of the animals. Loving care and much tenderness is lavished upon the small menagerie and one of the most important duties of the day is feeding them and helping to keep the tanks and cages clean. It was a very exciting day when the mother gerbil had babies and the children are anxiously watching the growth of the new additions. This has provided a perfect opportunity for discussion of the way in which mothers feed their young.

The children have learned to care for plants and also about seeds and how to plant them. They have also learned about roots and watched them sprout.

2. Methods

a. Several pets are kept in the classroom: 8 gerbils, 2 turtles and 4 fish. Children help to care for these animals, learn about their needs and habits and learn to treat them humanely.

b. Each child planted zinnias and gladiolas and was responsible for watering these.

c. Teachers cut open flowers and fruits to show the parts and seeds.

d. Weather is noted daily and discussions of seasonal changes prompted by frequent walks.

e. Cooking is done about once a week. Bread, muffins, waffles, pancakes, pizza, jello, popcorn, pudding, cake and cookies are some of the things that have been made.

PHYSICAL DEVELOPMENT

1. Goals and Expectations

a. Health habits - by this time of year children are expected to manage toileting and washing up by themselves and are expected to have good control of elimination.

b. Large muscle development - children are expected to make full use of tricycles, climbing and other playground equipment.

c. Children are expected to show some body awareness and control of breathing.

d. Small muscle development - children are expected to begin to be able to manipulate scissors, crayons, paint brushes, paste and puzzles.

2. Methods

a. Desirable health habits are discussed and repeated frequently.

b. Children have a daily outdoor time during which they either ride tricycles and use climbing equipment or walk to the playground which is well equipped.

c. Frequent use is made of games and records which stress body awareness. Children are taught to relax each part of the body separately. Deep breathing is also discussed and practiced.

d. Scissors, paste, crayons, paper and play dough are always available. A new art activity is set up each day so that children can learn to do increasingly finer work with small muscles. Other manipulative games such as puzzles are also available.

E. MUSIC AND DANCE

1. Goals and Expectations

   a. Learn simple songs and verses.

   b. Develop listening skills.

   c. Respond to rhythms and follow directions on records. During the course of the year the children have learned to respond with ease to many kinds of music and also to move freely in dance. Those who were too shy to dance to "Soul" music at first are now developing great style.

   d. Appreciate "home" music.

2. Methods

   a. A variety of music - Soul, African, Negro spirituals and folk - are used in the three-year-old class. African chants are very popular with the children now, although they thought them strange at first and found it difficult to respond.

   b. "Soul" music is played frequently and the children are encouraged to dance. At first only the Black children who had been exposed to "Soul" music and dances at home were able to move freely, but soon the others were able to join in. Playing "home" music at school helps to bridge the gap between the two environments.

   c. Records with clear, simple directions are used often.

   d. Musical instruments are used for rhythm activities.

CULTURAL DIVERSITY

1. Goals and Expectations

   By the second half of the year, three-year-olds are expected to begin to notice physical differences between their classmates. They are also expected to have developed some awareness of the various cultures that accompany these differences. It is also expected that any earlier tendencies to play only with those of one's own culture will have disappeared and that all children will play freely with one another and learn from one another.

2. Methods

Often explorations in the area of physical differences are not verbalized but take the form of touching and feeling. Teachers are quick to note when children perceive differences and help them to verbalize their perceptions. Differences in hair texture and color are discussed, for example, as well as the fact that those with kinky black hair also have darker skin. Varieties of skin color are also pointed out. Sometimes teachers will initiate conversation on differences by arousing curiosity. One way in which this is done is by using a variety of wigs with both straight and kinky hair. An Afro wig has become the favorite dress-up item of some of the white children. A visiting parent may provide an opportunity to discuss the variety of skin colors within families.

Efforts to develop an awareness of an appreciation for other cultures generally take several forms. One of these is the use of different kinds of music: folk songs, Soul music, songs in other languages, African rhythms and chants. Another is by providing opportunities for children to taste the traditional foods of other cultures: Jewish, African, Soul, Oriental. Films, books and pictures depicting people of other cultures are frequently used and displayed in the classroom. Appropriate parents are also used as resources. An African couple, for example, came in to cook a meal and demonstrate how to wrap a turban. The two weeks prior to our African feast were spent discussing Africa and making maps and masks. All this was prompted by the presence of an African child in the three-year-old class this year.

FOUR-YEAR-OLD-CLASS

COGNITIVE SKILLS

1. Goals and Expectations

a. Every child can read his own name and knows the sound and name of the first letter of his name. Many children know all of this about everyone else's name. Every child can recognize the words on the Helper's Chart, and do the tasks unassisted. Some children can write their names and recognize most letters in the alphabet. Reading readiness activities listed in the first quarterly report are being continued with the addition of even more individual work in this area to accommodate the various levels of reading readiness that exist among the children.

b. Most children can rote count to 20; understand, manipulate and recognize the written symbol of numbers to 10.

c. Most of the children can name and distinguish primary and secondary colors and can create their own secondary colors by mixing primary ones.

d. All can name and distinguish circle, square and triangle.

e. In the second half of the year much time has been spent on teaching the following concepts, in a variety of ways, with much success:

   (1). Size - big, small, compared to what?

   (2). Spatial relations - over, under, next to, behind, in front of, beside, up, down.

   (3). Temperature - hot, cold, warm.
   Effect on water - freezing, melting, snow and rain.

   (4). Weather - familiarity with terms: cloudy, sunny, rainy, snowy, windy.

   (5). Time - yesterday, today, tomorrow, rote days of week, name of month.

   (6). Community helpers - postman, policeman, etc.

   (7). Seasons - winter, spring.

f. All children are familiar with body parts.

2. Methods

a. Reading readiness - emphasis has been on learning names and the activities have remained the same as those stated in the first report. Name cards are used for recognition purposes and the teacher writes names on all work. Letter games and alphabet books are still used. Games are played, encouraging children to find or name object that begin with the same initial consonant as their own or someone else's name.

b. Numerical concepts

(1). Write number on chalk board; children put that many felt pieces on felt board. Reverse the procedure; teacher puts felt pieces on board, child writes number on chalk board.

(2). Use of matching cards (pictures on some, written numbers on others).

(3). Use of abacus - push over 3 red beads, add 2 more - how many beads? Same procedure for subtracting.

(4). Write number on large piece of construction paper - use magazines to look for, cut out and paste that many things on paper. 5 - find 5 things, practice writing number 5. Can be used to practice classifying - cut out 5 coats or 5 things to wear, to eat, cars, etc.

(5). Games - the 5th person in this row, stand up, the 2nd person in that row, jump. Circle game - jump 2 times, hop 4 times, etc.

(6). Records - Learning Basic Skills I & II - have counting and number games.

(7). Dominoes - matching dots of one block to another.

(8). Counting and number picture books - work with individual children.

(9). Keep a classroom calendar - add a day, count the previous days, guess what the new number will look like.

(10). Child who puts out cups and napkins counts how many are needed.

c. Color recognition is constantly reinforced by naming of colors and by asking children to name the color of whatever is being handled or looked at.

d. Children make drawings and collages using only designated shapes. They look for these shapes in pictures, advertisements and photographs.

e.

(1). Children measure everything with rulers, scales and yardsticks.

(2). Cooking experiments are done to show the effects of heat and cold.

(3). Weather is discussed and recorded daily.

(4). A calendar is used daily.

(5). Attention is frequently called to the clock when it is time to change activities.

(6). Trips are taken in the community to the fire station and the post office. Children mailed postcards to themselves and valentines to each other.

f. Records and games that involve names of body parts are used.

B. SCIENCE

1. Goals and Expectations

Emphasis has been placed on developing children's curiosity and powers of observation with respect to the world around them, developing an awareness of the needs of living things; recognizing the ways in which matter changes form, observing and measuring growth and change in living things.

2. Methods

a. There is a science table with many objects to see, touch and examine - rocks, wood, shells, coral, magnets, magnifying glasses.

b. Filmstrips, stories, records and pictures about all kinds of animals and their young are used. Also, bird and mammal flash cards are used.

c. Growing frogs from tadpoles and chickens from eggs.

d. Visits to the zoo and the museum.

e. Fish and gerbils maintain homes in the classroom.

f. Plants have been grown from seeds, carrot tops and sweet potatoes and are kept in the classroom.

g. Visitors to the classroom include dogs, cats, kittens and rabbits.

h. Many cooking experiences including pizza, bread, potato pancakes, pudding, fried chicken, cookies, ethnic foods, reinforce the concept of matter changing form.

i. Each child is weighed and measured, providing opportunities to learn about inches and pounds and to make comparisons (heaviest, shortest).

j. Use of 12" rulers to measure paper, blocks, etc. and compare these measurements to how objects appear (bigger, smaller).

k. Measuring growth of plants and seedlings that were planted.

The science program has been most successful. Children are aware, curious and self-confident in their growing knowledge of the world around them and how it operates.

MUSIC AND DANCE

1. Goals and Expectations

The goals articulated in the first quarterly report have been largely realized by all children:

a. All participate freely in singing, dancing and rhythm instrument activities.

b. The children can follow directions for simple singing games and are also responsive to the more complex directions in color and number game records.

c. All can follow simple rhythms with instruments and know the names of the instruments.

d. The children have also learned to control their voices and musical instruments so as to produce either loud or soft sounds as requested.

e. All can sing a number of songs.

2. Methods

a. A parent volunteer continues to come weekly and conducts an imaginative and well-thought-out program of dance instruction.

b. Teachers have used a number of rhythm and blues records with which many children are already familiar. At first these brought many giggles, but now children and teachers can respond more freely and naturally to "home music."

c. Records which give directions for games and activities are used frequently.

d. Children take turns taking attendance by singing other children's names and being answered in the same tune.

e. Simple songs and rhythms are introduced during daily music time.

SOCIAL AND EMOTIONAL GROWTH

1. Goals and Expectations

The teachers of the four-year-old class feel that the most satisfying (to parents, children and teachers) growth and change has taken plac e in this area. The four-year-old year is one in which children should begin to move towards independence while continuing to participate in group activities and to share responsibilities with others; it is one in which children are expected to turn increasingly toward verbal behavior as a way to deal with aggression and frustration, as well as for self-expression and communication; it is one in which children should begin to respond to an accepting atmosphere by trusting others and developing a sense of self-worth; it is one in which children should be able to become involved with classroom activities and materials for ever-increasing spans of time..

These goals, which were articulated in the first quarterly report, have been well realized by all of the children in the four-year-old class, to varying degrees of course.

The classroom climate as a whole very much reflects these achievements. The children play in groups for extended periods of time, easily and casually assuming roles, following a new idea, tolerating and appeasing a balky member for quite a while. Very often, the playing group can fairly settle differences and problems with no teacher assistance, trusting one another and able to see the reasonableness of solutions proferred by one member of the group or another. Groups are fluid, changing from day to day with no child being excluded from any group.

2. *Methods*

The ways in which social and emotional growth is encouraged remain basically the same as those reported at the beginning of the year. The teachers have established a climate of loving acceptance within which each child is free to develop independently, as well as to improve social-interaction skills.

The time schedule allows much freedom within the structure. The stage is set for certain activities but the nature of the activity is set increasingly by the children. Children socialize freely, following natural inclinations, establishing their own groups, inventing their own games with their own rules. These child-centered activities provide endless opportunities for improving verbal and social skills.

Parent-teacher conferences- the formal ones held twice a year as well as the numerous informal contacts - have provided feedback to parents on the social and emotional growth in their children which has itself facilitated change in parent-child relationships. Through this constant feedback, teachers have been able to help parents to see the ways in which parental behavior and attitudes affect children and it is felt that this new awareness has motivated behavioral change in several parent-child relationships.

CULTURAL DIVERSITY

1. Goals and Expectations

Patterns of social interaction within the four-year-old class seem to indicate that the children have learned to accept differences with regard to race and socio-economic class. All children have access to any group that forms during play and no cliques have developed. The children seem to show little awareness of differences that reflect socio-economic status but are very aware of who is black and who is white. They talk freely about this, but seem to put no value judgments on the difference. Some "best friends" are racially mixed and larger group play is always mixed, with black or white children assuming leadership roles depending on the activity of the moment.

During the second part of the year we have also tried to expand the concept of diversity from an awareness of differences within the classroom to a broader picture of diversity within the community and the world at large. The goal here is to build an awareness of ethnic and cultural differences by drawing on the resources of the parents and teachers in the school and the community.

2. Methods

a. Differences within the children and teachers of the class:

(1). Use of books like "Your Skin and Mine" and "Straight Hair, Curly Hair" for scientific explanations of perceived differences.

(2). Drawing of self-portrait with great attention to details of hair and skin. This is watched by and commented on by a changing group of watching children.

(3). An on-going awareness by teachers so that any comment or question by a child can be picked up and expanded on.

(4). Use of rhythm and blues records.

(5). Photographs, stories and discussions about black and white heroes and holidays.

(6). Conscious use and search for integrated teaching materials - books, records, posters, advertisements, newspaper articles and photographs.

b. Ethnic and cultural diversity in the world:

(1). An African program - using African parents to prepare food, show native dress and fabrics, hairdressing techniques and the language of their country, Teachers reinforce this experience with books, posters, maps, discussions, records, a trip to an African store and an African museum.

(2). Using Dutch parents to follow a similar program about Holland with teachers appropriately reinforcing.

(3). A "Soul Food" luncheon was held, each class preparing part. New foods were tasted and the "South" idea explored - who had relatives there, what it is like.

(4). Passover - the story was told and the class made fried matzoh. The significance of matzoh was simply discussed.

(5). Chanukah - the story was told, songs learned, and a menorah brought in and lit.

(6). Using dances and songs from different countries.

(7). Teaching games that children play in other countries.

(8). Using books that depict children in another place or culture having similar experiences to our children. The children are able to identify with this experience at the same time they are made aware of differences.

(9). Using posters of ethnic heroes and celebrities, as well as of children in other countries in different dress to promote discussion.

PHYSICAL DEVELOPMENT

1. Goals and Expectations

a. Health habits - children are expected to have an awareness of desirable health habits and to be able to manage bodily functions independently.

b. Large muscle development - children are expected to be able to climb, run, jump, skip, hop and make full use of play equipment. They are also expected to have some body awareness and some control of breath.

c. Small muscle activity - children are expected to have fairly good control of small muscles and to be able to do such activities as tracing, cutting and pasting, painting, drawing with crayons and working manipulative games.

2. Methods

   a. Teachers encourage independence in toileting and stress important habits to acquire.

   b. Time is set aside for large muscle activity daily. Children walk to the playground and use the equipment there or climb on the equipment at school and ride tricycles. Games are played which direct the children's awareness to different parts of the body and also encourage breath control.

   c. Art activities are available every day that help to develop small muscle coordination. Much work is done with puzzles and other manipulative games.

EVALUATION OF THE COLUMBIA ROAD PRESCHOOL PROJECT

The evaluation of the Columbia Road Preschool Project consists of three major parts. The first part relates to the use f standardized test instruments to assess pupils' performances 1 these areas dictated by the objectives such as mental maturity, reading and readiness.

The second part uses teacher records to assess social, emotional and similar behaviors in pupils. These teacher assessents are made on a periodic basis. This data is included in the valuation because it represents the teachers' descriptions of he children he or she teaches.

The third major part of the evaluation relates to the involveent and assessment of parents' attitudes toward the Project. This art also focuses upon the administrative activities involved in he operation of the Project.

TESTS USED IN THE EVALUATION OF THE COLUMBIA ROAD PRESCHOOL PROJECT

The evaluation of the Project through the use of tests nvolves the administration of various tests to three major groupings at the Preschool. These groups are called 1) Three-Year-Old roup, 2) Transition Group (late 3's and early 4's), and 3) The our-Year-Old Group. The Kindergarten Class is not a part of the Title III effort and in most instances is not included in the valuation. The evaluation believes that the Kindergarten Class hould be administered an instrument which would assess their readiness to do first grade work. There are some objections to this view at the Project and parent levels.

Table I below describes the tests which have been administered or will be administered to pupils in the Project.

TABLE I

TESTS FOR THE COLUMBIA ROAD PRESCHOOL PROJECT

CLASS	TESTS
Kindergarten	Metropolitan Readiness should be administered in June
Four-Year-Old	Columbia Mental Maturity Scale (Given 4/26/72)
Transition	UCLA Situational Test of Competence (late May) Preschool Inventory (late May) Slosson Intelligence Test (late May) Illinois Test of Psycholinguistic: Verbal Expression (early June)

A brief description of these instruments are provided elow:

A. The Metropolitan Readiness Test is designed to measure the child's readiness to do first grade work.

B. The Columbia Mental Maturity Scale is an individually administered intelligence test designed to yield an estimate of intellectual ability of children in the mental age range from 3 to 12 years.

C. The UCLA Situational Test of Competence was developed by Dr. Carolyn Stern (UCLA). It attempts to measure the child's view or feeling towards specific behaviors and attitudes. The test is comprised of 4 booklets: 2 for boys (white/black); 2 for girls (white/black). Each book contains the same 40 items and for each item a child is asked to select one of 2 picture plates before him while the examiner reads the statement. For example, the examiner reads: "This John doesn't want to go to school. This John can hardly wait. Point to the John who's most like you." The test also includes specific items on racial and sexual identification and performance.

D. Preschool Inventory. This test was designed to measure achievement in areas regarded as necessary for success in school. It measures the following areas:

- basic information and vocabulary
- number concepts and ordination
- concepts of size, shapes, motion and color
- concepts of time, object class and social functions
- independence and self help

E. Slosson Intelligence Test is an individual screening instrument for both children and adults. Test items are adapted from both the Stanford-Binet and from infant development measures used at the Gesell Institute of Child Development. Items are both verbal and non verbal. After establishing a basal (10 consecutive items correct) the test continues until child misses 10 consecutive items. The test yields both a mental age and an intelligence quotient.

F. Illinois Test of Psycholinguistic Ability (ITPA). The Verbal Expression Subtest of the ITPA assesses the child's ability to put ideas into words by asking him to describe verbally 4 simple objects, (nail, ball, block, envelope, button). Scoring focuses on quantity of concepts expressed. The child is shown the object and instructed to "Tell me all about this." The examiner may attempt to elicit further responses by asking direct questions. There is no basal and no ceiling. All items are presented regardless of age.

All of these tests have been ordered and the testing program ill be completed by June 10th. We have been able to administer the Columbia Mental Maturity Scales and have provided the results f this test in Table 2 below:

TABLE 2

INTELLIGENCE QUOTIENTS OBTAINED FROM THE COLUMBIA MENTAL MATURITY SCALE

CLASS	NUMBER TESTED	MEAN I.Q.	SD
Four-Year-Olds	10	127.05	21.84
Transition	8	127.72	23.78
Three-Year-Olds	8	138.62	12.32

The results of this scale are high. The test is reported to ave high reliability for the age groups tested (.89). The eval-ator, therefore, believes these results to be evidence of inte-lectual gains made by these pupils primarily as a result of the roject. The set of objectives relating to cognitive development ppears to have been reached to a considerable extent.

The final report will provide more information of preschool chievement and mental development. Additionally, the results on ognitive development will be present by race, sex, age and other pertinent variables. Appendix I provides the initials and IQ scores for the children tested.

TEACHER ASSESSMENTS OF PUPIL BEHAVIOR

Teachers have been asked to provide ratings of pupils' behavior on two instruments. These are the Preschool Development nventory and the Day Care Behavior Inventory. Three separate atings will be used for the final report on each child. These ratings will be made by three different persons who work with the hild (teacher, aide, director). The first instrument enables the eacher to record the child's behavior in the following areas of development.

A. Physical

B. Sensory Perception

C. Verbal Development

D. Concept Development

E. Social and Emotional Development

The second instrument enables the teacher to rate the child's ehavior and attitudes on several variables, e.g., tries to be ith another, is kind and sympathetic, pushes and attention span. These instruments are provided in Appendixes 2 and 3 respectively or the reader's information.

Tables 3, 4, 5 and 6 provide the developmental level of hildren in the Kindergarten, Four-Year-Old, Three-Year-Old and ansition Classes. The development level is shown in terms of he percentage of tasks that the child can do on the Preschool evelopment Inventory, yes or no answers to specific tasks the ild knows or can do, and rankings of the amount of a specific ask a child knows or can do.

TABLE 3

KINDERGARTEN

	PHYSICAL DEVELOPMENT			SENSORY PERCEPTION		VERBAL DEVELOPMENT
	Large Muscle	Small Muscle	Health Habits	Auditory	Visual	
W. Hoffman	100%	100%	100%	100%	100%	100%
H. Graybeal	100%	100%	100%	100%	100%	100%
L. Gilliam	100%	100%	100%	100%	100%	100%
B. Carlson	98%	100%	100%	100%	100%	100%
L. Hunt	100%	100%	100%	100%	100%	100%
E. Levine	100%	98%	100%	100%	100%	95%
K. McShane	100%	100%	100%	100%	100%	98%
A. Pearson	45%	100%	100%	100%	100%	98%
T. Bruner	100%	100%	100%	100%	100%	98%
R. Aquilar	100%	100%	100%	100%	100%	98%

35

TABLE 3

KINDERGARTEN

	CONCEPT DEVELOPMENT				SOCIAL & EMOTIONAL DEVELOPMENT; MATURITY				
		Shapes knows	Numbers knows	Letters Rnows	Overall Competency	Has Self-Confidence & Ego Strength	Knows His Sex	Knows His Race	Child Is Usually
W. Hoffman	100%	Many	Many	All	100%	Yes	Yes	Yes	Happy
H. Graybeal	100%	Many	Few	All	100%	Yes	Yes	Yes	Happy
L. Gilliam	100%	Some	Few	Few	95%	Yes	Yes	Yes	Varied Temperament
B. Carlton	100%	Many	Few	All	100%	Yes	Yes	-	Happy
L. Hunt	100%	Many	Few	All	95%	Yes	Yes	Yes	Happy Sometimes Hostile
E. Levine	100%	Many	Few	All	100%	Yes	Yes	Yes	Happy
K. McShane	100%	Many	Many	All	100%	Yes	Yes	Yes	Happy
A. Pearson	100%	Some	Few	Few	95%	Some	Yes	Yes	Withdrawn
T. Bruner	100%	Many	Few	All	100%	Yes	Yes	Yes	Happy
R. Aquilar	100%	Many	Few	All	100%	Yes	Yes	Yes	Happy

TABLE 4

FOUR YEAR OLDS

	PHYSICAL DEVELOPMENT			SENSORY PERCEPTION		VERBAL DEVELOPMENT
	Large Muscle	Small Muscle	Health Habits	Auditory	Visual	
R. Davis	100%	75%	100%	65%	96%	85%
N. Klose	100%	60%	100%	100%	100%	78%
T. Kemp	100%	70%	100%	100%	100%	85%
A. Petrin	100%	75%	100%	100%	100%	40%
A. Fuchs	100%	60%	100%	100%	100%	75%
D. Whitfield	100%	75%	100%	85%	100%	40%
T. Johnston	100%	90%	100%	65%	100%	60%
M. Shire	80%	40%	100%	100%	100%	40%
B. Ibrahim	100%	57%	100%	100%	66%	88%
W. Edmonds	100%	57%	100%	66%	84%	75%
K. Scribner	100%	71%	100%	100%	100%	50%
T. Bardonille	100%	44%	100%	100%	100%	100%
P. Wilde	100%	71%	100%	100%	100%	62%
A. Hines	100%	85%	100%	100%	84%	75%
J. deGarmo	80%	71%	100%	100%	100%	100%
D. Owen	80%	57%	100%	100%	83%	75%
D. Bruner	100%	71%	100%	100%	100%	75%

TABLE 4

FOUR YEAR OLDS

	CONCEPT DEVELOPMENT				SOCIAL & EMOTIONAL DEVELOPMENT; MATURITY				
		Shapes knows	Numbers knows	Letters knows	Overall Competency	Has Self-Confidence & Ego Strength	Knows His Sex	Knows His Race	Child Is Usually
R. Davis	80%	Few	Few	None	45%	Yes	Yes	Yes	Happy
N. Klose	100%	Some	Few	All	98%	Yes	Yes	Yes	Varied Temperament
T. Kemp	95%	Many	Few	Some	100%	Yes	Yes	Yes	Happy
A. Petrin	95%	Many	Few	All	98%	Yes	Yes	Yes	Happy
A. Fuchs	95%	Some	Few	All	100%	Yes	Yes	Yes	Happy
D. Whitfield	56%	Some	None	None	100%	Yes	Yes	Yes	Happy
T. Johnston	95%	Some	Few	All	25%	-	Yes	Yes	Varied Temperament
M. Shipe	70%	Some	None	None	72%	Yes	Yes	Yes	Happy
B. Ibrahim	70%	Some	Few	None	75%	Yes	Yes	Yes	Happy
W. Edmonds	65%	Some	Few	Some	100%	Yes	Yes	Yes	Happy
K. Scribner	95%	Some	Few	Some	100%	Yes	Yes	Yes	Happy
T. Bardonille	77%	Some	Few	Some	67%	Yes	Yes	Yes	Happy
P. Wilde	95%	Some	Few	All	75%	Yes	Yes	Yes	Happy
A. Hines	95%	Some	Few	Some	100%	Yes	Yes	Yes	Happy
T. deCarmo	95%	Many	Some	All	100%	Yes	Yes	Yes	Happy
D. Owen	95%	Some	Few	All	100%	Yes	Yes	Yes	Happy
D. Bruner	95%	Many	Few	Some	100%	Yes	Yes	Yes	Happy

TABLE 5

TRANSITION CLASS

	PHYSICAL DEVELOPMENT			SENSORY PERCEPTION		VERBAL DEVELOPMENT
	Large Muscle	Small Muscle	Health Habits	Auditory	Visual	
J. Boichel	60%	50%	100%	100%	100%	100%
K. MCCorkell	60%	50%	100%	50%	75%	50%
R. Wolfe	100%	95%	100%	100%	100%	100%
P. Gardner,	100%	50%	100%	100%	100%	95%
K. Hoffman	100%	85%	100%	100%	100%	85%
B. MaCrory	80%	30%	100%	100%	100%	100%
B. Barnes	80%	80%	100%	82%	100%	95%
D. Harris	100%	71%	100%	100%	100%	50%
P. Moore	100%	50%	100%	95%	90%	100%
M. Aquilar	100%	71%	100%	50%	83%	10%
J. Bryant	100%	71%	100%	10%	67%	10%
J. Kaplan	80%	50%	100%	100%	100%	100%
N. Atkinson	60%	50%	100%	50%	50%	50%
J. Wilson	100%	40%	100%	50%	100%	75%

TABLE 5

TRANSITION CLASS

	CONCEPT DEVELOPMENT				SOCIAL & EMOTIONAL DEVELOPMENT; MATURITY				
		Shapes knows	Numbers knows	Letters knows	Overall Competency	Has Self-Confidence & Ego Strength	Knows His Sex	Knows His Race	Child Is Usually
J. Boichel	100%	Many	Many	Many	100%	Yes	Yes	Yes	Happy
K. McCorkell	85%	Some	Few	Few	50%	Yes	Yes	No	Happy
R. Wolfe	95%	Many	Some	Many	90%	Yes	Yes	Yes	Quiet and Withdrawn
P. Gardner	100%	Many	Few	Some	100%	Yes	Yes	Yes	Happy Sometimes Withdrawn
K. Loffman	100%	Many	Some	Many	100%	Yes	Yes	Yes	Happy
B. MaCrory	100%	Many	Some	Many	100%	Yes	Yes	Yes	Happy
B. Barnes	80%	Many	Some	Many	100%	Yes	Yes	Yes	Happy
D. Harris	95%	Some	Some	Some	80%	Yes	Yes	Yes	Happy Sometimes Withdrawn
P. Moore	95%	Some	Few	Some	95%	Yes	Yes	Yes	Happy
M. Aquilar	14%	Few	None	Few	71%	Yes	Yes	Yes	Happy
J. Bryant	-	-	-	-	42%	Yes	Yes	Yes	Moody
J. Kaplan	92%	Some	Some	Some	100%	Yes	Yes	Yes	Happy
N. Atkinson	75%	One	None	None	68%	Yes	Yes	Yes	Happy
J. Wilson	86%	Most	None	None	25%	Some	Yes	Yes	Unhappy, Tense Withdrawn

TABLE 6

THREE YEAR OLDS

	PHYSICAL DEVELOPMENT			SENSORY PERCEPTION		VERBAL DEVELOPMENT
	Large Muscle	Small Muscle	Health Habits	Auditory	Visual	
B. Kloce	100%	100%	100%	100%	100%	100%
H. Hunt	100%	100%	90%	100%	100%	100%
J. Norris	100%	100%	90%	100%	100%	70%
S. Rackin	100%	55%	50%	100%	100%	100%
E. Ferguson	80%	50%	100%	100%	86%	95%
B. Bremner	80%	50%	100%	100%	100%	100%
G. Bradley	-	-	-	-	-	-
N. Steedman	80%	40%	100%	100%	100%	100%
S. Petrin	-	-	-	-	-	-
T. Freeman	80%	70%	100%	100%	85%	75%

TABLE 6

THREE YEAR OLDS

	CONCEPT DEVELOPMENT				SOCIAL & EMOTIONAL DEVELOPMENT; MATURITY				
		Shapes knows	Numbers knows	Letters knows	Overall Competency	Has Self-Confidence & Ego Strength	Knows His Sex	Knows His Race	Child Is Usually
B. Klose	100%	Many	Many	Many	100%	Yes	Yes	Yes	Happy Sometimes Withdrawn
H. Hunt	71%	Some	By Rote	None	75%	Yes	Yes	Yes	Happy
J. Norris	79%	Some	By Rote	None	100%	Yes	Yes	Yes	Happy
S. Raskin	79%	None	None	None	75%	Yes	Yes	Yes	Happy
N. Ferguson	34%	-	-	-	50%	Yes	Yes	-	-
B. Bremner	-	-	-	-	79%	Yes	Yes	-	Happy
G. Bradley	-	-	-	-	-	-	-	-	-
N. Steedman	10%	-	-	-	75%	Yes	Yes	-	Happy Sometimes Frustrated
S. Petrin	-	-	-	-	-	-	-	-	Shy, Withdrawn
T. Freeman	80%	Some	-	-	60%	Yes	Yes	-	Happy

The results of these teacher ratings show that the older roups are more highly developed on the behaviors indicated than he younger children. The differences between the groups shows p more vividly in the areas of concept and verbal development. more detailed analysis of these results will be made after the valuator obtains additional ratings.

The Day Care Behavior Inventory represents the ratings of eachers on specific areas of the children. Here, as in the previous rating form, we will use three independent ratings on each hild to obtain data for the year-end report. Table 7 below shows he items rated and the average ratings for each item by class.

The ratings on Table 7 are based on a scale of 1 to 5 as ollows:

1. Almost Never
2. Sometimes
3. Half the Time
4. Frequently
5. Almost Always

TABLE 7

BEHAVIORAL RATINGS OF PUPIL
BEHAVIOR AND ATTITUDES BY TEACHERS

ITEM	KINDERGARTEN	4 YR. OLD	TRANSITION	3 YR.OLD
1. Tries to be with another or with a group	4.4	4.3	4.1	4.2
2. Keeps trying even if something is hard to do	3.8	3.5	3.1	3.1
3. Prefers to be by himself; wants to be alone	1.7	2.[illegible]	2.2	2.4

TABLE 7 (Cont'd.)

BEHAVIORAL RATINGS OF PUPIL BEHAVIOR AND ATTITUDES BY TEACHERS

ITEM	KINDERGARTEN	4 YEAR OLD	TRANSITION	3 YEAR OLD
4. Gets in a temper if he can't have his way	1.8	2.3	2.4	2.6
5. Loses interest and doesn't finish a puzzle, game or painting	2.1	2.1	2.3	2.2
. Is kind and sympathetic to someone who is upset or in trouble	4.9	4.8	4.5	3.8
7. Likes to take part in activities with others	4.9	4.7	4.6	4.5
. Works a long time with a form board, puzzle, or other "achievement" toy, trying to complete it or get it right	4.2	4.2	3.8	3.2
. Watches others, but doesn't join in with them	1.4	1.3	1.4	1.5
10. Gets impatient and unpleasant if he can't have his way	1.3	1.3	1.4	1.4
1. Forgets a job or errand he started, as his mind wanders to other things	1.5	1.6	1.8	1.8
2. Tries to make life easier for others; doesn't want to hurt them	4.7	4.8	4.6	4.3

TABLE 7 (cont'd)

BEHAVIORAL RATINGS OF PUPIL BEHAVIOR AND ATTITUDES BY TEACHERS

ITEM	KINDERGARTEN	4 YEAR OLD	TRANSITION	3 YEAR OLD
3. Enjoys being with others	4.9	4.7	4.3	4.2
4. Pays attention to what he's doing; nothing seems to distract him	4.1	3.1	2.9	2.8
5. Plays by himself rather than with others	2.2	2.4	3.0	3.1
6. Pushes, hits, kicks others	1.2	1.3	1.1	1.2
Gets distracted from what he's doing by what others are doing	2.3	2.4	2.4	2.8
Is willing to share candy, food or belongings with others	4.9	4.7	4.4	3.9
Seeks others out to get them to play with him or join in activity	4.9	4.6	4.4	3.7
Sticks to something he starts until it's finished	4.7	4.3	4.1	3.2
Goes off by himself when others are gathering to dance or play together	1.6	1.6	1.8	2.0
Gets angry when he has to wait his turn or share with others	1.3	2.0	2.3	2.5

TABLE 7 (cont'd)

BEHAVIORAL RATINGS OF PUPIL BEHAVIOR AND ATTITUDES BY TEACHERS

ITEM	KINDERGARTEN	4 YEAR OLD	TRANSITION	3 YEAR OLD
23. His attention wanders from what you're telling him	1.3	1.4	1.7	2.1
24. Tries to help when he's asked	4.9	4.9	4.3	4.4
25. Goes up to others and makes friends; doesn't wait for them to come to him	4.9	4.7	4.2	4.3
26. Quietly sticks to what he's doing, even when others are making noise or doing things nearby	4.6	4.2	4.0	3.7
2 . Tends to withdraw and isolate himself, even when he's supposed to be with a group	2.1	2.3	2.1	2.1
. Sulks, gets resentful, and won't do things he should	1.7	1.6	1.9	1.9
2 . Goes from one thing to another; quickly loses interest in things	2.0	2.1	2.0	2.3
. Awaits his turn willingly	4.9	4.9	4.7	4.3

The results show that the ratings on positive behavioral items to be generally high while those of negative behavioral items are generally low.

PARENT INVOLVMENT IN THE PROJECT

A significant element of the Project involves the activities of parents. Parents have participated in the Project in the following ways:

- Staying with their children during the phase-in part of the Program.
- Parents have remained in the school until their child felt comfortable with teachers.
- Visits to the classrooms have been made by all parents.
- Approximately half of the parents have given assistance in the classroom.
- Parents' committees have been established to carry out various activities, e.g., parties, field trips, painting, etc.
- The Parents Advisory Committee has assisted in planning and policy making.
- Parents' meetings have been conducted during which parents have been oriented to the Program.
- Parents have conducted fund-raising and social events.

The parents' level of involvement in terms of the different types of activities confirms their level of involvement in the Project. The objectives relating to parents have been reached in the Columbia Road Preschool Project.

ADMINISTRATIVE ACTIVITIES

The Project Director has provided what appears to be very good leadership for the Project. She has been able to recruit nd maintain teachers and aides. Communications within the Project is provided through weekly staff meetings. These meetings also serve as training sessions in which a child psychiatrist, oice per month, provides consultation on more effective ways of ealing with specific children and situations. In-service training sessions have been conducted to help increase the ffectiveness of the teacher in the classroom.

The Director has also taken steps to share the results of he Columbia Preschool Project with the broader educational ommunity. OPerating manuals and letters have been sent to the public school and meetings are being planned to assist in replicating the Project. Additionally, public school pre-kindergarten eachers made visits to the Project every Tuesday and Thursday hrough December 16th.

In summary, the Columbia Road Preschool Project appears to be eaching its objectives in the cognitive and attitudinal areas. This is evidenced in the current Interim Report through Mental aturity test scores, Preschool Inventory of Development and teaher ratings of specific behavior and attitudes of pupils. The Final Report will provide a wider range of data to assess the ffectiveness of the Project.

APPENDIX I

INITIALS	THREE YEAR OLDS
N. F.	126
B. B.	136
J. N.	140
K. S.	136
L. O.	155
J. M.	153
T. F.	144
H. H.	119

INITIALS	FOUR YEAR OLDS
A. H.	105
R. D.	88
D. W.	109
T. J.	149
D. O.	151
T. K.	109
B. I.	142
N. K.	132

APPENDIX I

INITIALS	TRANSITION
K. A.	90
D. H.	103
K. H.	146
P. M.	89
B. B.	133
J. B.	146
P. G.	150
B. M.	148
J. W.	136
R. W.	163
K. M.	–

COLUMBIA ROAD SCHOOL

PRESCHOOL DEVELOPMENT

INVENTORY

Child's name______________________________
Birthday _________________________
Date entered school ______________________
Teachers ___________________________________
Class ______________________________
Date of inventory_________________

I PHYSICAL DEVELOPMENT

a. Large Muscle Development

Can the child ---

______ skip
______ hop
______ jump
______ go up and down steps
______ use jungle gym (climbing, etc.)

b. Small Muscle Development

Can the child ---

______ button
______ zip
______ snap
______ lace
______ tie
______ string beads
______ hold brush and crayon

c. Health Habits

Does the child ---

______ use a tissue or handkerchief
______ wash hands after toilet and before eating
______ flush toilet
______ use drinking fountain

COMMENTS:

II SENSORY PERCEPTION

a. Auditory

Can the child ---

______ listen to stories
______ answer questions about stories
______ follow directions
______ respond to music (by dancing, singing)
______ respond to rhythms (by clapping, chanting)
______ hear adequately

b. Visual

Can the child ---

______ recognize and match colors
______ recognize and match shapes
______ perceive differences
______ perceive likenesses
______ classify objects (as toys, food, clothes, etc.)
______ see adequately

COMMENTS:

III VERBAL DEVELOPMENT

Can the child ---

______ ask for things by name
______ describe objects and experiences
______ give appropriate responses
______ keep to topic
______ speak clearly
______ use telephone
______ give full name and address
______ sing simple songs

COMMENTS:

IV CONCEPT DEVELOPMENT

The child is familiar with the following concepts:

______ size (large, small; thick, thin; small, smallest; fat, thin)

______ distance (near, far; farthest, nearest)

______ spatial relations (under, over; behind, beneath, on top of, next to)

______ temperature (hot, cold, warm, freezing; degrees)

______ weather (cloudy, sunny; rain, snow, fog, heat, cold)

______ time (yesterday, today, tomorrow, 5 minutes ago, an hour from now)

______ texture (hard, soft; rough, smooth; sharp, dull)

______ measures (weight (pounds), height or length (feet, inches); heavy, light; tall, short)

______ age (I am ____ years old - older, younger)

______ direction (up, down; forward, back; left, right)

______ money

______ family members

______ community workers (fireman, policeman, etc.)

______ seasons (winter, summer, fall, spring)

The child knows:

these shapes -

these numbers -

these letters -

COMMENTS:

V SOCIAL AND EMOTIONAL DEVELOPMENT; MATURITY

The child can and does ---

______ share
______ consider feelings of others
______ manage some frustration
______ relate to adults
______ relate to peers
______ adjust togroup demands
______ dress himself
______ feed himself
______ clothe himself
______ try new things readily
______ finish activities and return them to proper place
______ set realistic goals

______ the child has some ego-strengths and self-confidence
______ the child knows whether he is a boy or girl
______ the child knows what race he is

The child is usually ---

______ tense
______ withdrawn
______ unhappy
______ happy

COMMENTS:

DAY CARE BEHAVIOR INVENTORY
Short Form - Preschool Age

Earl S. Schaefer and Kay Aaronson

Child's Name ______________________ Date ____________

ge ________ Class ____________ Teacher ______________

INSTRUCTIONS

lease describe as accurately as possible how the above child ehaves by circling one of the five responses to each question. Give a response to every item and BASE YOUR RESPONSE UPON YOUR ERSONAL OBSERVATION AND EXPERIENCE. Do not confer with anyone bout the child.

	Almost Always	Frequently	Half the time	Sometimes	Almost Never
. Tries to be with another or with a group.	5	4	3	2	1
2. Keeps trying even if something is hard to do.	5	4	3	2	1
3. Prefers to be by himself; wants to be let alone.	5	4	3	2	1
4. Gets in a temper if he can't have his way.	5	4	3	2	1
. Loses interest and doesn't finish a puzzle, game or painting.	5	4	3	2	1
. Is kind and sympathetic to someone who is upset or in trouble.	5	4	3	2	1
. Likes to take part in activities with others.	5	4	3	2	1
. Works a long time with a form board, puzzle, or other "achievement" toy, trying to complete it or get it right.	5	4	3	2	1
. Watches others, but doesn't join in with them.	5	4	3	2	1

Day Care - cont'd

		Almost Always	Frequently	Half the time	Sometimes	Almost Never
10.	Gets impatient and unpleasant if he can't have his way.	5	4	3	2	1
.	Forgets a job or errand he started, as his mind wanders to other things.	5	4	3	2	1
.	Tries to make life easier for others; doesn't want to hurt them.	5	4	3	2	1
13.	Enjoys being with others.	5	4	3	2	1
.	Pays attention to what he's doing; nothing seems to distract him.	5	4	3	2	1
.	Plays by himself rather than with others.	5	4	3	2	1
.	Pushes, hits, kicks others.	5	4	3	2	1
.	Gets distracted from what he's doing by what others are doing.	5	4	3	2	1
.	Is willing to share candy, food or belongings with others.	5	4	3	2	1
.	Seeks others out to get them to play with him or join in an activity.	5	4	3	2	1
0.	Sticks to something he starts until it's finished.	5	4	3	2	1
1.	Goes off by himself when others are gathering to dance or play together.	5	4	3	2	1
2.	Gets angry when he has to wait his turn or share with others.	5	4	3	2	1
.	His attention wanders from what you're telling him.	5	4	3	2	1

Day Care - cont'd

	Almost Always	Frequently	Half the time	Sometimes	Almost Never
2 . Tries to help when he's asked.	5	4	3	2	1
25. Goes up to others and makes friends; doesn't wait for them to come to him.	5	4	3	2	1
2 . Quietly sticks to what he's doing, even when others are making noise or doing things nearby.	5	4	3	2	1
27. Tends to withdraw and isolate himself, even when he's supposed to be with a group.	5	4	3	2	1
2 . Sulks, gets resentful, and won't do things he should.	5	4	3	2	1
2 . Goes from one thing to another; quickly loses interest in things.	5	4	3	2	1
3 . Awaits his turn willingly.	5	4	3	2	1

Montessori Pre-School

Report prepared by:

Jerusa Wilson, Ph.D.

AN INTERIM EVALUATION REPORT
OF
THE MONTESSORI PRE-SCHOOL PROJECT

Submitted To:

The Department of Research and Evaluation
of the
Public Schools of the
District of Columbia

By:

Jerusa C. Wilson, Ph.D.
Consultant

May 1, 1972

INTRODUCTION

The Montessori Preschool located at the John Burroughs Elementary School is a Title III (ESEA) Program designed to adapt the Montessori method and to develop a model for a public school setting. A major impetus to the Program was the desire of parents at Burroughs Elementary School to start an exemplary Early Childhood Public Education Program .

This desire for preschool education is based primarily on the belief that preschool education offers a singular opportunity to encourage the fullest development of each individual child. A preschool that provides a stimulating environment can foster the fullest development of each child's potential. For this Title III Program, the Montessori approach was chosen. The Montessori approach to Early Childhood Education is grounded on the principles of freedom, experimentation and spontaneity while providing a structured learning environment. Experimentation by the child results in learning, confidence, and positive attitudes toward the learning situation.

The Montessori approach is based on the belief that environment in the early childhood years can stimulate or drastically limit the individual's intellectual potential. Exposure to and manipulation of a great variety of intellectual and sensory stimuli can foster personal and intellectual growth. The learning materials, "didactic apparatus", are designed to take the child, step by step, through the concept to be learned.

Teacher guidance is minimal; most of the learning is what Montessori called "auto-education." Attractive materials at the child's level of readiness, and the child's voluntary spontaneous choice of activities, without teacher interruption, allow the development of concentration and other skills. The Montessori methodology incorporates, within a framework of freedom, activities and exercises designed to culminate in "inner discipline" and encourage intellectual competence.

The Program was designed to accommodate two half-day classes of twenty (20) children each. The children's ages range from three (3) years to five (5) years.

The objectives of the Project and the associated program of instruction designed to reach these objectives are briefly described in this report.

This report focuses primarily upon the evaluation of the Program. Our major task in the evaluation is to determine pupil outcomes in the areas of intellectual, attitudinal and motivational characteristics. We have restated the objectives of the Project and the primary program content prior to presenting evaluative information. This sequence is a logical one and it puts the evaluation into a meaningful perspective.

CHARACTERISTICS OF PUPILS IN THE JOHN BURROUGHS PRE-SCHOOL MONTESSORI PROJECT

There are forty (40) children in the Montessori Project. The morning class has twenty (20) pupils and the afternoon class has twenty (20) pupils.

The children's age range was from two and one-half (2-1/2) years to four and one-half (4-1/2) years when they were selected into the Project. There are now twenty-three (23) three-year olds, thirteen (13) four-year olds and four (4) five-year olds.

The racial composition of the Project is as follows:

Number of Black children = 37 or 92%

Number of White children = 3 or 8%

Number of other races = 0

All of the children live within the John Burroughs Elementary School geographical area.

A

Objectives of the Montessori Pre-School Project

The objectives cited below were developed by Project personnel and they serve as the bases for the subsequent program content as well as the evaluation.

The primary objectives of the Program are:

A. To adapt the Montessori method and develop a model for a public school setting.

B. To improve concentration skills in pre-school children as demonstrated by willingness to pursue a task for up to 15 minutes as observed by the teacher.

C. To develop independent learning behavior in pre-school children as demonstrated through self-initiated learning activities.

D. To improve intrinsic motivation (i.e., enjoyment of learning) in pre-school children as demonstrated by the pursuit and accomplishment of a task for no extrinsic reward (e.g., teacher-given).

E. To improve self-confidence in pre-school children as demonstrated by the willingness of the child to pursue and accomplish a task of reasonable difficulty.

F. To develop self-discipline as demonstrated by the child's willingness to share materials and learning space with another child for up to 15 minutes without direct adult supervision.

G. To develop and sustain active participation of parents in the educational program in a Montessori pre-school setting, as demonstrated by their volunteer services in the program and continuity of the educational program in the home.

H. To measure the effects of learning experiences provided in a Montessori setting for pre-school children on objective and projective test instruments of verbal intelligence, general ability, and specific achievements.

I. To enhance self-concepts of pre-school children through unconditional positive regard by all adults, as measured by projective drawings of each child.

The specific objectives of the individual are:

A. To recognize objects and pictures that are the same and those that are different.

B. To identify familiar sounds and respond to sounds or to oral instruction.

C. To name familiar objects or actions and use descriptive words.

D. To describe physical and abstract characteristics of an object or picture of an object.

E. To classify objects by one or more characteristics.

F. To seek information to solve problems, plan strategy for games or problems, attack a problem rationally or systematically, and anticipates future events in a series based upon past events.

G. To identify or describe an object by touch.

H. To identify and name the basic shapes.

I. To identify and name the colors.

J. To speak so that he can be understood and can answer simple questions in sentences using various parts of speech.

K. To count from 1 to 10.

L. To make and follow rules.

M. To compare tastes and smells of common items.

N. To control hand and finger movements, coordinate eyes and hands in a manipulating task.

O. To demonstrate friendliness and respect for others and willingness to participate in relating to other children.

P. To describe how people differ in terms of physical features, roles in a family, places where they live, and occupations.

Q. To demonstrate good health and safety practices in playing, eating, and in moving about indoors and outdoors.

The Basic Program Format of The John Burroughs Pre-School Montessori Project

The Montessori classroom is conceptualized as a "prepared environment" for the education of the very young. While furnishings are child-size, all items are real and/or suitable facsimiles of the adult world. Didactic appratuses, Montessori learning materials, are the means to the achievement of sensory, motor, and intellectual development through the free exercise of the child's interest. With the freedom to choose any activity, the natural spontaneity of children is utilized for their enrichment. (See Appendix I for a list of typical materials)

All rules within the Montessori classroom are simple. No child will be distrubed while engaged in a learning activity. At his invitation, however, other children may join him. Any of the didactic materials may be used, as long as they are returned after use to their place. No one may shout, fight, push, or run. Beyound these rules, the child is free to do whatever he chooses.

Evaluation of the Montessori Pre-School Project

The evaluation of the Montessori Pre-School Project consists of two major types. The first mode of evaluation consists of the continuous appraisal of each pupil's behavior by the teacher. The second mode of evaluation of pupil outcomes involves the use of standardized tests which appraise the development of the child's mental abilities as well as the child's attitudinal and motivational changes. Additionally, this mode of evaluation involves data obtained from parents and from observations by the Evaluator.

The ideal format for the evaluation task consists of 1) the collecting of begining-of-year data on pertient variables; 2) following the implementation and operation of the Montessori Pre-School Program; 3) making periodic measures on intellectual and attitudinal variables; and 4) collecting end-of-year data on same variables. This sequence together with the provisions for adequate controls would enable us to determine the effectiveness of the project in meeting its objectives.

The evaluation of this Project began later than was initially expected and as a consequence not all of the data which we desired to obtain was collected. Nevertheless, several sets of information have been obtained and plans for additional data has been made. These are described in the paragraphs that follow.

The interim evaluation provides data from the Pre-School Inventory, teacher appraisals of pupil development, parent's attitudes and assessments and administrative activities in promoting the Project.

Pre-School Inventory

The Pre-School Inventory is a brief assessment and screening procedure designed for individual use with children in the age range of three-to-six years. It was developed to give a measure of achievement in areas regarded as necessary for success in school. This instrument was designed to be sensitive to the experiences of children. The educational interventation of the Montessori Method will enable us to measure any increase in a pupil's score when the Inventory is given a second time.

The Pre-School Inventory measures the child's performance in the following areas:

A. basic information and vocabulary
B. number concepts and ordination
C. concepts of size, shape, motion and color
D. concepts of time, object class and social functions
E. Visual-Motor Performance
F. following instructions
G. independence and self-help

Thirty-five childrne were tested with the Pre-School Inventory in January, 1972. The same children will be retested in early June and changes in their test scores analyzed. The results of the January, 1972, administration is shown in Table I below.

TABLE I

Results of the Cooperative Pre-School Inventory

	Mean Score	SD	Number of Pupils	National Percentile Rank
3 Year Olds	33.67	9.93	21	75
*4 Year Olds	43.64	10.46	14	90

These results indicate that these pupils performed at a very high level in January on this Inventory as compared with children across the Country. It is difficult to assess how much of the performance shown by these results was due to the Montessori instructional program during the shcool months of this academic year preceding January. The Evaluator estimates that the Montessori instruction during the months of September-December helped to produce the high performance shown by these pupils. The letters from parents lend strong support to this view.

Of the 13 four year olds tested, 6 had scores which placed them at or above the 90th percentile. Six of the 3 year olds scored at or above the 90th percentile. Only 4 of all the 35 children tested scored below the 50th or median percentile point.

On the basis of the January, 1972, test the results it is predicted that the four year old group will reach the 100 percentile point at the June test period. Additionally, it is predicted that the mean performance of the three year old group will reach the 90th percentile point.

We have listed the pupils' initials along with their January ages, scores and percentile standings in Appendix II.

In addition to the Pre-School Inventory thePeabody Picture Inventory Test will be administered to each child in June. This test is an untimed test of verbal intelligence with a high correlation of future school achievement. The level of performance of pupils on this test will be compared with the level of their performance on the Pre-School Inventory. The Evaluator predicts that a high correlation will exist between

**Includes 1 pupil 5.0 years old.*

Pre-School Inventory scores and the Peabody Picture Inventory Test. Furthermore, it is hypothesized that the mean intelligence quoitent for each of the age groups will exceed 110.

The schedule for the June testing is being planned by the Evaluator in conjunction with Project and Department of Research and Evaluation personnel.

A significant part of the evaluation relates to the performance of a control group on one or more of the tests of cognitive abilities. As a means of control we will select a group of children who have similar characteristics to the children in the Project and administer them the Pre-School Inventory during the same time as participating pupils are administered this test. The major requirements of the control group are that they be 1) equated in terms of age; 2) geographical area of residence; 3) socio-economic variables and; 4) other pertinent characteristics such as sex. The control group must not have undergone any pre-school training.

The selection of approximately 40 children for the control group will be done cooperatively by the Evaluator and Project personnel.

Teacher Appraisals and Observations of Pupils Development

A continuous part of the instructional process in the Montessori method is the teacher's active observations and appraisals of the child's behaviors, attitudes and personal development. Table 2 provides information on each child in several areas of emphasis in the instructional program. Activities which the children have completed that relate to practical life experience are indicated. Table 2 also provides the types of activities each child has undertaken in sensorial, language and mathematical development.

TABLE II

Teacher observations and appraisals of pupils behavior attitudes and personal development

Initial & Age	Practical Life.	Sensorial	Language	Mathematics	Social
A.M.A. 3 yr.	All children have done the following exercises	smelling box sound box color tab's pink tower	4 metal insets Adelm Stuz lang. cards	# rods 1-10 Sp#'s 0-9	outgoing works well. Sometimes moody or stubborn very independent
S.A. 4 yr.	"	smelling box sound box color tab's pink tower brown stair's red rods	4 metal acdefgh ijklmno prstxz	# rods 1-10 Sp#'s 0- 9	Independent and gregarious. Likes to help other children
M.A. 4 1/2 yr.	dusting, sweeping, mopping, etc.	smelling and sound box color tab's pink tower	3 metal lang cards stvwdefhjx klmnpz	# rods 1-10 Sp#'s 0- 9	Works well but tends to "take over" with other children. Independent.
C.A. 3 yrs.	pouring: rice water use of the funnel in pouring	smelling and sound box color tab's pink tower red rods	aefilm nosw lang. cards	# rods 1-10 Sp#'s 0- 2	Very independent Works well alone.

TABLE II

Initial & Age	Practical Life	Sensorial	Language	Mathematics	Social
.A. 3 yrs.	washing: hands, tables, laundry	smelling box color tab's brown stairs	good verbal skills	number rods 1-3 Sp#'s unsure	very active doesn't settle down to work easily. outgoing
D.B. 4 yrs.	peeling carrots sewing on buttons	sound box color tabs pink tower brown stairs red rods	4 metal insets acdhijlmst lang. cards	number rods 1-10 Sp#'s 0-9	generally queit. works very well but needs encouragement. Some difficulty in communication
.B. 4 yrs.	dressing frames: buttons zippers snaps hooks laces	smelling box pink tower brown stairs	2 metal insets acdefhijk lmowprst lang. cards	number rods 1-5 Sp#'s 0-5	very active. doesn't settle down to work easily. very friendly
D.B. 4 yrs.	bows planting seeds	smelling box color tab's brown stair's red rods	aiklmoprt lang. cards	number rods 1-10 Sp#'s 0-1	very helpful needs encouragement Has some trouble getting to work.
.C. 5 yrs.	polishing: mirrow brass silver wood shoes	smelling box pink tower brown staris red rods	1 metal insets achjlmo lang. cards	number rods 1-4 Sp#'s 0-2	Likes to work. Takes time with others and likes to work in a group

TABLE II

Initial & Age	Practical Life	Sensorial	Language	Mathematics	Social
D.D. 3 yrs.	All children have done the following excises	smelling box color tab's pink tower red rods brown stairs	3 metal insets good lang. skills acdehilmopsx	# rods 1-10	Very independent, has some trouble working with others and sharing Seems pretty spoiled.
A.G. 3 1/2 yrs.	housekeeping dusting sweeping mopping etc.	smelling and sound box pink tower color tab's	lang. skills average lang. cards	# rods 1-10 Sp#'s unsure	very quiet and timid. very slow but careful worker.
E.H. 3 yrs.	poruing: rice water use of the funnel in pouring	sound box color tab's pink tower brown stairs	almoi lang. skills difficult to assess lang. cards	# rods 1-10	often not in touch with the outside world, but quite good at math and some lang.
C.H. 4 yrs.	washing: hands tables laundry	smelling box color tabs pink tower brown stairs red rods	4 metal insets acdefhilmnopstwx	# rods 1-10 Sp#'s 1-10	very helpful and co-operative with children and also very independent. works quite dilligently

TABLE II

Initial & Age	Practical Life	Sensorial	Language	Mathematics	Social
P.I. 4 yrs.	peeling carrots sewing on buttons	sound box color tab's brown stairs red rods	1 metal insets aclmsehkop sxz lang. cards	# rods 1-10 Sp#'s 0- 9	Needs encouragement and motivation. Very helpful to others
E.J. 3 1/2 yrs.	"	smelling & sound box color tab's pink tower	1 metal insets adms lang. cards	# rods 1-10 Sp#'s 0-2	Quite independent. works very well. Sometimes has a little trouble working in groups
D.J. 3 1/2 yrs.	"	smelling box color tab's red rods brown staris	2 metal in- adefghijkl mnprstxy lang. cards	# rods 1-10 Sp#'s 0-2	active, outgoing. when she settles down to work is quick to cooperative with others.
D.J. 3 1/2	"	smelling box color tabs pink tower brown stairs	acdimt lang. cards	# rods 1-10 Sp#'s 0- 4	Likes to work in groups - also is independent

73

TABLE II

Initial & Age	Practical Life	Sensorial	Language	Mathematics	Social
K.K. 3 1/2 yrs.	"	smelling and sound box color tabs pink tower brown stairs	3 metal in-sets acdfiklmp rstuv lang. cards	# rods 1-10 Sp#'s 0- 5	Very timid. But works quite well especially with her friends
K.K. 3 1/2 yrs.	"	color tabs pink tower brown stairs red rods	2 metal in-sets ailm lang. cards	# rods 1-10 Sp#'s 0- 5	Sensitive- Very active works very well when he settles down (occasionally)
.L. 4 yrs.	"	pink tower brown stairs red rods	2 metal in-sets acilmost	# rods 1-7	Quiet. Independent works best alone, but is starting to be more out-going
.M. 4 yrs.	"	smelling box and sound box color tab's pink tower brown stairs	1 metal in-sets amlo lang cards.	# rods 1-10 Sp#'s 0- 1	Doesn't settle down to work. Needs attention and encourage-ment in order to finish a task

TABLE II

Initial & Age	Practical Life	Sensorial	Language	Mathematics	Social
B.D.M. 4 yrs.	"	smelling box color tab's pink tower brown stairs	4 metal insets ilmst good lang. skills lang. cards	# rods 1-10 Sp#'s 0- 9	Very independent. Works dilligently
R.M. 3 1/2 yrs.	"	smelling and sound box color tab's	3 metal insets acilmrtuv lang. cards.	# rods 1-10	Good iniative, Likes to have own way-gregarious
W.N. 4 yrs.	"	smelling and sound box pink tower red rods	2 metal insets acemstuwz lang. cards.	# rods 1-7 Sp#'s 0-2	Sometimes has trouble co-operating with other children

FILMED FROM BEST AVAILABLE COPY

1512 Newton Street N.E.
Washington, D. C. 20018
January 31, 1972

Mrs. Doris Hundley
John Burrough's School
Washington, D. C. 20017

Dear Mrs. Hundley:

I have two children enrolled in the Montessori Program in your school. After attending the Orientation sessions, consultation with Mrs. Lee, their teacher, and after observing the class in session, it is my very strong opinion that this program should be continued. Many years ago I read and heard about the theory behind the Montessori method of teaching, but I was not totally convinced of its merit until now. Many of its ideas I found out I had used with my children all along in the home, especially with the first two of my six. However, due to the size of my family and their young ages (six years to seven months), lack of time makes it impossible to carry out the same operation with the last ones. I am happy to have the reenforcement of your school program.

I firmly believe that one of the most important roles of the mother is as the child's first teacher, and fortunately, as a former teacher I am capable of carring out this obligation. However, [illegible] in this position. In addition, there are aspects of the program which cannot be conveniently undertaken in the home. Most of the material is too expensive for the average person to acquire.

In conclusion, let me state one further rationalization for the existence of this program. Unlike a great many pre-school programs, this one stimulates and challenges the child's intellect at a time when he is most receptive. Therefore, I would be delighted to see this program continued.

Sincerely yours,

Cecelia Alexander

Cecelia Alexander

FILMED FROM BEST AVAILABLE COPY

2413 Perry St NE
Washington DC 200
January 31 1972

From Mr Baker

To Mrs Handley

Regarding my Child Danny B who attend the Montessori pre school at John Burroughs i think its the most wondful thing that could happen for small Children. i hope this program Can continued and expend in all District off Columbia public Schools.

Mrs Nancy Lee who i think a good teacher and doing a wonderful job in The montessori Class.

my Child like to go to school and learning very well i cant say enough for the Class i hope we can get support so this program May Continued.

James I Baker

Mrs. Handley Princip
Anna Montgomery and Prim

1801 Kearny Street, N.E.
Washington, D. C. 20018
January 21, 1972

Mrs. Doris Hundley, Principal
John Burroughs Elementary School

Dear Mrs. Hundley:

My wife and I wish to take this occasion to both express our gratitude for the beginning of the Montessori pre-school at John Burroughs and urge its continuance as a normal educational component of elementary education, certainly at John Burroughs and hopefully throughout the D.C. Public School System. Permit us the following observations.

First, we truly see the Montessori pre-school as an indepensable component of elementary education. We have the pertinent experience of having had five of our children atten kindergarten at age 5. This experience was truly beneficial to them and gave them, I believe, a necessary preparation for first grade. We now have the experience of having two of our children, age 3 and age 4 in the John Burroughs Montessori pre-school. Our 3 and 4 year old girls are now performing at the level that our previous 5 children did at age 5 at kindergarten. The children who attended kindergarten at age 5 began kindergarten in September. Our two girls, ages 3 and 4 began Montessori on October 29. Yet, their performance is now equal.

Second, we see as an imperative necessity, the continuance of Montessori for those children who began this year. This, of course, would involve the hiring of additional Montessori teachers for the new class and it would involve additional space. To terminate the Montessori experience after one year would simply brutalize the incipient educational development of our children and the other children currently attending Montessori. Under no circumstance must this be allowed to happen. Once a spark is ignited, it must be fueled continuously to burn. Make no mistake, little Sharon and Ann-M ie have been sparked and we as their parents have a grave duty to see that that spark is not allowed to die.

Third, the very nature of the Montessori program requires a continuity between teacher and children during the first two to three years. This likewise must be accomplished. The efficacy of the Montessori technique consists in the rapport that is first established between the teacher and the child (and remember the child here is 2½ to 3½ years old). The child at age 2½ and 3½ is a child utterly dependent upon the adult for security. And continuity of the adult insures continuity of security for the child until the development of that child permits the child to again break new ground with a new adult.

Fourth, as parents who are fairly aware of the educational problems of our school system, its many, many studies gathering dust, its controversies over quality education and techniques; we see in this experimental endeavor at John Burroughs perhaps a systemic answer to our educational problems. Without doubt this experiment must be continued. If our children at age 3 and 4 now perform at the level of our other hildren at age 5, it is obvious to us that something tremendously worthwhile is ccurring.

Fifth and last, rest assured not only of our continued interests but also f our total cooperation in seeing that the Montessori pre-school at John Burroughs will continue along the lines suggested above and will indeed expand to involve more children in more classes for the coming year. At your convenience, we will be ite willing to meet with you to determine what role we can play to best see that is program continue. Needless to say, we regard ourselves and John Burroughs fortunate to have secured the services of Mrs. Lee. We expect that she will con- nue with this program.

Sincerely,

Floyd H. Agostinelli

cc. to
Mrs. Lee

1609 Otis Street, N. E.
Washington, D. C. 20018

January 21, 1972

Mrs. Doris Hundley, Principal
John Burroughs School
18th & Monroe Street, N. E.
Washington, D. C. 20018

Dear Mrs. Hundley:

We, the parents of Craig W. Washington, a student currently enrolled in the Montessori preschool class at the John Burroughs school, would like to strongly recommend the continuation of the Montessori classes for the coming school year.

We sincerely feel that the instruction that the children are receiving from this program, under the guidance of Miss Lee and Mrs. Thompson, will benefit each child not only academically, but help to build their moral character and body. I am sure you have observed the many things they have learned. We are amazed and pleased at what their minds can retain at such an early age. We believe that the learning process should be started at an early age, 2 1/2 - 3 years of age, possibly using the Montessori method.

We truly enjoy asking our son Craig, what he has learned in class today. The many things he has learned in such a short time period, (November-January) leads me to believe that at the end of this school year, their knowledge will be 100-fold. The continuation of this learning process this coming school year, would be much more rewarding. Craig has learned, as well as the other children, songs that have meaning to him, new letter sounds that he can relate to the beginning of words, to his name, his friends' name, and the members of his family. In addition, he can distinguish by ear, the beginning sounds of words relative to the sounds that he has had,knows the days of the week, the date, month, year, parts of his body, the various colors, how to organize work habits, the special days of each month. Here, I would like to comment on a recent special event which we celebrated, the late Dr. Martin Luther King, Jr.'s birthday. My son told me (his mother) that we would celebrate, the next day, Dr. Martin Luther King's Jr. birthday; he had been killed serving his people, but emphasized to me, that it was Martin Luther King, Jr., not his father who was dead; that the father was still living. How a four year old could remember or distinguish between which King was dead or living, stating that it was the junior King, not the senior King that was dead, amazed me. (I am not so sure that some adults know that the senior King is still alive.) These are but a few of the important things the new Montessori classes have learned since their first class meeting in November.

I feel that by the end of this school year, possible some children could be ready to enter the first grade, and this grade lebel should be continued under the Montessori program.

Since the inception of the program, the parents have been invited to confer with the teachers relative to the program and our childrens' progress. We have also been invited to sit-in on class sessions in order to observe what is being taught.

I believe that it would be a catastrophe to the 36 children now enrolled in the program under the guidance of Miss Lee and Mrs. Thompson, to end at this school year. One of the greatest gifts we can give our children is the gift of knowledge, of wanting to learn and the joy of learning, this I believe, the children are experiencing now.

We sincerely would like to request the continuation of the Montessori program under the instruction of the present staff, at the John Burroughs school. I am sure this program will bring credit to the educational process at John Burroughs.

Sincerely yours,

Mr. & Mrs. Eugene Washington

Mr. & Mrs. Eugene Washington

FILMED FROM BEST AVAILABLE COPY

Jan - 16 - 72
Wash. D.C.

The Board of Education

To whom it may concern

I (Florence L. Slaughter) as a parent do indeed indorse the continuation of The Montessori pre-school program at the John Burroughs School, for next year in fact for the next seven years.

I would like to see each child in the program continue from Pre-school thru The 3rd grade because of The foundation set here they will have to go on to higher grades and also because it is just what is needed for them

I will do all in my power and I know the other parents will ~~to~~ also to keep it going

Sincerely

Florence L. Slaughter

FILMED FROM BEST AVAILABLE COPY

Jan 28, -1972.

Dear Ms Lee

I am very please that my four year old child attends Montessori School. He has learned many things since he has been attending. Whenever he has come home he sings the song that has been taught that day, it amaze me because he remembers all the words, in that short period of time that he has attended. [illegible] sure that he enjoy going to Montessori so that he keeps looking at the clock and asks me if is time yet? or ask why is it that his brother is taking so long to come home from school? He does not wish to miss any day.

I am very happy with your program and whenever any materials are needed I will be glad to help. I hope that your school continue for many years in order to help other children in the community.

Thank you very much.
Elsa M Coleman.

FILMED FROM BEST AVAILABLE COPY

I like missionary school. Because it help to train the little ones minds at a early age for school.

I think it is better for them if it trained this way.

I don't think it pushes their brain to [illegible].
At the same time it is giving them a good idea of what they will be doing in the near future.

At [illegible] you would have [illegible] you did before you could get in school.

The generation have changed much. If kids would have to stay home that long now I really think it would throw them behind. What 5 & 6 yrs olds know then 2 & 3 yrs old know now,

It really was shocking ~~[illegible]~~ to me [illegible] how Robert learn different things that he learn to put his coat & shoes on. & several other things I could menti he learn since he been enroll in Nursery.

The key to it all is having well trained Teachers like we do. & coperation from the parents.

We would appreciate it very much if it could continue.

Mr + mrs Nathaniel, Badg

January 26, 1972

Mrs. Hundley
Montessori PreSchool
Burroughs Elementary School

Dear Mrs. Hundley:

We as parents of one of the children in this program would like to say a few words about this program. I would like to say that our child has really developed with the help of this program through the patience and the determination of your skillful staff that you have on hand. We feel as working parents of this child it would have taken a much longer time to produce what has been done for our child in such a short time here.

We cannot say enough for the program that has been set up at Burroughs. We hope that program is extended for many years to come and that you never give it up.

Sincerely,

George Murdock

Mr. and Mrs. George Murdock

Jan 26, 1972

To Whom It May Concern

I would like to take this opportunity to express my appreciation and thanks to the Pre-School and its entire staff in the program.

It has been very thorough and helpful to my daughter. She plays better with others and also shows a [illegible] intelligent sense of responsibility.

It is very clear and evident that she is learning and benefiting from the program. The school really and fully prepares the children for later school years and helps them to adjust to the [illegible]

I hope that the ~~program~~ the School will continue this wonderful program and help other children as it has helped mine.

Sincerely yours
Mrs. Wilhelmina Tayl

January 30, 1971

Dear Mrs. Hadley,

I would like for you to know how very pleased I am with the Montessori program that my son is enrolled in at John Burroughs School.

He is a child that has picked up quite a bit from his older sisters and brothers as well as on his own. For this reason, I hesitated to put him in a traditional pre-school program where he would not be challanged and become bored with the idea of school before he even started. From what I had heard and observed of Montessori, I felt that this is the place for him. It appears [illegible] dear child.

I am very much in favor of the present [illegible] by the time to [illegible] [illegible] you would consider this [illegible] [illegible] [illegible] [illegible] the [illegible] [illegible] [illegible]

[illegible]

PROVIDENCE HOSPITAL
1150 VARNUM STREET, NORTHEAST
WASHINGTON, D. C. 20017

January 28, 1972

I am very interested in having my daughter continue attending Montessori School. She has gained a great deal out of her experience at this school and my wish is that she continue at Montessori.

The outstanding program should continue to help all those registered in the school.

If I can assist in any way please call on me for any help I can provide.

Sincerely yours,

PAULA WADE

Continuing Education and Services for School Age Mothers

Report prepared by:

Lavolia W. Vails
Coordinator of Evaluation
ESEA, Title III

Continuing Education and Services
For School Age Mothers

Unfortunately, an Interim report for this project is not available. The budget freeze presented severe hardships for the Project Director in efforts to get this program implemented.

The Departments of Research and Evaluation made several contacts with the Director concerning the project. It was explained to us (as we already knew), that efforts to begin were impossible.

The Coordinator of Title III was contacted by the Departments of Research and Evaluation concerning the status of the evaluation of the project. The concensus of opinion was that the external evaluation should be postponed until September. This would allow some time after the freeze for the project to be implemented. The Project Director was informed of this decision.

Listed below are reasons given by the Project Direct for the late beginning of the project:

1) The Webster nursery is still to be set up for fifteen infants. (This was no fault of Webster personnel). The Webster School Advisory Council convened. This council was composed--and is still active--of students, parents, nurses, child development personnel, physicians, social workers, administrators of day-care programs, a nutritionist, a parochial school teacher, an educational specialist from the Office of Education, the director of a maternity home, and a school principal. Plans were made by this group for the facility and the selection of personnel.

   The architects of the Department of Buildings and Grounds worked with a sub-committee in planning the physical setting of the nursery. It is now hoped that the facility will be available for operation by the time school opens in September, 1972.

2) The process of classifying positions for nursery staff has taken more than one-fourth of the grant year. Vacancy announcements were finally circulated by the Personnel Committee of Webster School Advisory Council. Applicants were reviewed, selections were made, and recommendations submitted to the Department of Personnel.

3) Classifying and hiring of personnel delayed orders for equipment and materials for the nursery. This has now been done by volunteers.

This department realizes the state of consternation of the Project Director and hope that future endeavors of this project will offset the delays which have caused the late implementation of the project.

Development of a Complete School Program for Rubella Children Beginning During The Pre-School Period

Report prepared by:

Dr. Donald W. Brown, Ph.D.

?

Interim Report on ESEA Title III

Special Education Project - Rubella Children: A Complete School Program

Donald W. Brown, Ph.D.

INTRODUCTION

Rubella Children: A Complete School Program, a project of the Special Education Department of the District of Columbia Public Schools, was initially funded by ESEA Title III in January, 1969, and is now in its third year of operation. Designed primarily to provide educational opportunities for young hearing impaired children, who might also have other handicaps concomitant with maternal Rubella, the project has consisted of three classes with an approximate annual enrollment of 18 children.

As the general and specific objectives of the program have been discussed in detail in each yearly proposal and in previous evaluation reports, those for the first two years will not be repeated here. It is sufficient to note that basically the first year of operation was devoted to identification and placement of children into groups, the organization of class and administrative procedures, and the exploration of a variety of curricula materials. During the second year the continuity of enrollment, staff and general procedures permitted more time and energy to be spent on a refinement of instructional techniques and a greater individualization of both goals and teaching strategies. As the objectives for the third year of the program varied somewhat from the original goals, they will be indicated and will form much of the basis for the organization of this report.

In the proposal for the current, or third year, it was contended that due to the number of hearing impaired children in the District who were not being provided educational services, the Rubella Project should expand from three to five classes. It was also proposed, in line with this evaluator's recommendation, that all of the classes be housed in one building and that there be a non-teaching coordinator responsible for organization and administration. While instructional objectives were to remain basically the same, the suggested focus for the third year was the further refinement and assessment of programs and techniques with specific attention to be given to Project LIFE, a programmed language series, Peabody Rebus Reading Program, Dubnoff Perceptual Skills, and the Body Movement project.

EVALUATION

This interim report will attempt to describe the current status of the Project with particular emphasis on those areas which are germane to deciding if and how the Project should become an on-going part of the District of Columbia'a Special Education endeavors after the termination of Federal funding.

The information presented, and conclusions reached are based on conferences with the Project Coordinator and teachers, frequent observations of classroom procedures, two discussion meetings with the entire staff, a review of administrative communication with agencies, parents and Public School personnel and several formal and informal assessments of individual students. The three major areas which will be discussed are organization, materials and instruction.

Organization

Several major organizational changes have affected the Rubella Project. The two classes previously housed at Grant School and the one class (deaf-blind) located at Magruder all moved to Jackson School in Fall, 1971. A coordinator of the Project was hired, but not until December, 1971. And two of the three Project teachers, one of whom had been on the staff since the inception of the Project, did not return. One moved out of the area and the other entered graduate school. This necessitated the hiring of two new teachers, which was not accomplished until after the normal school opening date. Thus the third year of this Project began with a new location, a new coordinator, and only one of three teachers who had been with the Project since its beginning. And, as will be discussed in more detail further along in this report, only one member of the teaching staff is a trained and certified teacher of the hearing impaired.

While every school district has occasional fiscal and personnel difficulties (and the District of Columbia has had some rather serious ones in recent months) and while it is almost inevitable that a certain amount of disruption will accompany any relocation of classes and change in personnel, several problems have beset the Rubella Project which, in the opinion of this evaluator, could have been prevented.

1. During the recent financial "freeze" experienced by the District Schools, the Rubella Project, although primarily supported by non-District funds, was forced to delay necessary purchases of equipment, materials and supplies. This was particularly disturbing for a program attempting to establish itself in a new location with the necessary setting up of office and classroom space.

2. At the beginning of the school year, the teacher aides who had been working with the Project teachers at their former schools were assigned to other classes in the District, even though their salaries were being provided through Title III funds. Only through the concerted efforts of the new coordinator were these aides eventually returned to the Project classes, but not without unfortunate interruption of the continuity of the program.

3. Although it had been known for at least two months prior to the end of the last school year that two of the Project teachers were not returning, replacements were not hired until after the regular beginning of the fall semester - one as late as November. Only one of these teachers was trained and experienced with hearing impaired children - and due to discouragement over lack of materials and seemingly unnecessary delays in getting the Project going, she left after about one month.

When the present coordinator began her duties she attempted to impress the Personnel Office with the necessity of recruiting and hiring only qualified teachers of deaf children. She pointed out the nation-wide demand for such teachers and the imperativeness of early and thorough recruitment. Part of her concern was due to the fact that she was intent on implementing the proposed goal of increasing the Project to five classes, and was conscientiously striving to prevent delays in the education of children on the "waiting list."

4. In conjunction with the above point, when the Coordinator attempted to get the names of children for whom reportedly two more classes were required, she was unable to obtain a list of names from anyone. To the date of this report she has still not been informed of any children needing enrollment in the program. Due to the urgency of statements in the Proposal, however, the Coordinator had begun negotiations with prospective teachers. A fourth teacher is being considered who, again, is totally untrained and inexperienced in teaching hearing impaired children.

Obviously, before any informed decision can be made as to the continuation of this Project, it is imperative that some concrete evidence of children needing such services be presented. In addition, even if there are hearing impaired children requiring educational provisions, their needs cannot be met except by the most highly trained and qualified teachers of the deaf. While it is eminently clear that individuals trained in other areas of special education can contribute to the success of a program for the hearing impaired, it is equally clear that major teaching roles must be filled by specialists.

In spite of the above mentioned serious problems confronting the Rubella Project at the present time, it must be strongly stressed that the Coordinator of the Project and her staff are fully committed to serving the children enrolled. The Coordinator has done an exemplary job of maintaining morale, aiding her new teachers in the organization of their classrooms and procedures, and attempting to orient her teachers to deafness through workshops and other types of in-service training.

Materials

Upon moving to their new location, the Project staff discovered that many of their materials, specifically purchased for the program and with Title III funds, had not been moved with them. Not all of these materials have been recovered at this date. And a great deal of time was expended in locating and retrieving the materials that have been returned. One of the major programs started during the second year of the Project's operation was Individually Prescribed Instruction (IPI) in mathematics. The materials for that program were received at Jackson School only a matter of weeks ago, representing a seven month delay in implementing this important educational activity.

A second major concern in the area of materials is that the almost entirely new staff was totally unfamiliar with many of the programs which had been previously used. Consequently, although willingness to learn was relatively high, there were delays in beginning to use the materials, inappropriate and/or inconsistent application, and in some cases, namely, the Peabody Rebus Reading Program, almost total termination of the program. Some new approaches have been introduced by the new teachers, primarily because they were ones with which these teachers were familiar. While time has not permitted a complete evaluation of the effectiveness of these approaches, their use at this date does in some ways turn the third year of this Project into a "first year." While Project LIFE and the Body Movement program have continued, only the latter, which as noted in a previous evaluation report is actually tangential to the major objectives of the Project, has been regularly scheduled and systematically applied. The two new teachers are not fully cognizant of the goals and procedures of Project LIFE and thus have been rather frustrated in their efforts and, in the opinion of this evaluator, prematurely concluded that its continued use would be only minimally beneficial to the children.

Instruction

Of necessity, this report has been highly critical and negative. The problems noted cannot be left unattended if quality education is to be provided hearing children. The criticisms must not be construed to imply, however, that no effective instruction is taking place.

Relocation has solved some of the previously reported busing problems and consequently most of the children are spending more actual time in classroom activities. Two of the teacher's aides have been with the Project for at least two years and have thus been able to help the new teachers and have assisted greatly in preventing total absence of continuity. While appropriate individualization of instruction is still lacking in each of the classes, the teachers are aware of this and in various ways, to the extent of their ability, are attempting to correct this problem. In addition, a trained teacher of the deaf, who is pursuing graduate study is engaged in an advanced practicum experience at the Project in which she provides individual tutoring two times a week.

An obstacle to optimal instruction is the heterogeneity of students found in each class. Contrary to a statement in the third year proposal, these children are not all hard of hearing. Some are profoundly deaf; some have only minimal losses. In the deaf-blind class, these differences are extreme. In the youngest class, one child in particular could profit from extensive speech work and language development primarily through auditory means while some of his more impaired classmates require a highly visual system of communication.

In the deaf-blind class there are two children who are receiving virtually no instruction at all. The teacher is depressed by what she considers to be a poor prognosis and does not appear to know the teaching strategies to apply.

Less than two months remain in the current semester. Several of the problems discussed are being worked out and if the current staff remains intact, it is not inconceivable that an effective educational program can be developed. The evaluator is in the process of assessing progress of individual students who have been in the Project since its inception. That some gains have been made cannot be denied. That the rate of progress is satisfactory, however, is highly conjectural. The new Coordinator of the Project is perceptive and hard working. With total support from all units of the District Schools considerable improvement of the Project can and must be made.

Parent-Partners Traineeship Proposal
for A Parent Education Program

Report prepared by:

Educational Services, Inc.

Educational Improvement Services, Inc.
7580 Annapolis Road #L10
Lanham, Maryland 20801
(301) 577-6663

March 17, 1972

Dr. Mildred Cooper, Assistant Superintendent
Division of Planning, Research and Evaluation
District of Columbia Public Schools

Dear Dr. Cooper:

Here are thirty-five copies of our Interim Evaluation Report of the Parent-Partner Program at the Aiton Elementary School. We find this to be a well motivated activity of value to the pupils and helpful to the teachers.

Because funds for an outside evaluator were not available at the beginning of this program no other groups of pupils were formed for purposes of measuring comparative progress. Also no pre-tests were administered to pupils referred to the Parent-Partners for tutoring and/or individual laboratory work. This was not the fault of the project.

What has been done was to gather teacher estimates on their pupils' improvement academically, to ask the parent-partners about academic growth that they have noted and to do some informal questioning of the pupils themselves. Data from all three of these sources are favorable.

Although approximately one hundred and eighty pupils have received regular academic assistance, many more benefit from Parent-Partner special features. Among these are: (1) group reading instruction in the Comtutor room which is manned by the parents under teacher supervision and (2) a voluntary number of older pupils who receive nutrition guidance and demonstration cooking. Even the cooking is related to reading, spelling and arithmetic.

Attention is called to the fact that the Parent-Partner Traineeship only began in January and has not had the opportunity of a full school year for operation. For this, as well as its supportive academic function, the program deserves continuance to afford a period of time during which pupil progress can be measured objectively.

Sincerely yours,

Ervin Rose, Ph.D.
Director

INTERIM EVALUATION REPORT
of the
PARENT-PARTNER TRAINEESHIP
at the
AITON ELEMENTARY SCHOOL

Prepared by:
Educational Improvement Services, Inc.

March 31, 1972

PARENT-PARTNER TRAINEESHIP

INTERIM EVALUATION REPORT

Prepared by:
Educational Improvement Services, Inc.
7580 Annapolis Road, Suite L 10
Lanham, Maryland 20801

March 31, 1972

This interim evaluation report of the Parent-Partner Traineeship Program at the Aiton Elementary School comes at the mid-point of the training period (December 6 - May 31). The negotiated service contract for an outside evaluation was awarded March 2, 1972. The report, therefore, covers only one month of observations, interviews, conferences and collection of check list and questionnaire data by the evaluating agency.

In order partially to offset this differential in time span, the evaluating staff of Educational Improvement Services, Inc. carried out a concentrated schedule of site visits and other contacts with the project. It is anticipated that during the remaining half of the Parent-Partner Traineeship Program the scope of evaluation will have a longer time period base which will provide a better opportunity to acquire the perspective initially envisioned in the evaluation design.

The basic purpose of the Parent-Partner Traineeship is stated as "the establishment of a systematic training program to bring parents into partnership with the general school program and to foster parent-pupil partnership" in order "to reinforce and extend the educational experiences of children." On the whole this is being accomplished. Further this training program was to focus on the academic and school adjustment needs of the children. That is evident as its parent-service focus, but no criteria were included in the proposal, other than teacher referral of pupils, for determining these needs.

Three over-all objectives are described in the Parent-Partner proposal. They are: (1) parent training through participation in learning activities with the children, (2) development of a curriculum guide for parents, and (3) establishment of a training center for a continuing program of parent-partner traineeship.

This interim evaluation report concerns itself mainly with the first general objective. Activities geared toward accomplishing the second general objective are subsequent to this date. Only implications can be drawn about the third general objective since the outlook for its development is in the future.

As an outgrowth of conferences with the program Director by the evaluators and, later, by the Department of Planning, Research and Evaluation of the D. C. Public Schools, a list of specific activities that the trainees are to become proficient in was submitted as an addendum to the original proposal. Twenty-one of these specific activities come under the first general objective -- training. Within the month of March the evaluation agency staff was able to observe and/or gather evidence in relation to ten of such activities, three of the seven specific activities that fall within the scope of general objective number two, and two of the activities that relate to general objective number three.

Areas evaluated by Educational Improvement Services, Inc., cover: Staff, Program Setting, Trainees, Training Program, an overall appraisal of, Project Functioning, as compared with the Parent-Partner Traineeship proposal and Recommendations. Most of the recommendations already have been discussed with the Director as part of "feed back" on site visits or, subsequently, in telephone conversations.

STAFF

A Director, two school aides and a secretary were the personnel approved in the budget. A weakness in staff is that, to date, no secretarial help has been secured. This places an undue burden on the Director through demands on her time for secretarial duties that should be spent on training and administration. Also considerable overtime is required to handle both sets of responsibilities. The difficulty is said to be the recruitment of a part-time secretary for a temporary position whom the Personnel Department is able to certify for a Grade 4 clerical position. This is a situation which every effort should be made to remedy. The Director, whose idea the project was, appears thoroughly committed to providing educational experiences for the participants and for the benefit of Aiton School.

The two School Aides have been on time and on the job whenever the EIS (Educational Improvement Service) evaluators have made site visits. They have pleasant manners and show a personal interest in being useful to the Director, the trainees and visitors.

There is much evidence of cooperation and support of the traineeship program and its Director by the school principal. This makes for a healthy relationship among the faculty, parent trainees and pupils. The results are freedom in communication and full utilization of the school's resources for the training program and visa versa. Because of this close inter-relationship the principal thinks that it will be a vital loss to the teachers and children if the project is not continued. The late funding date has limited the benefits to the school from the project to only one semester.

STAFF (Cont'd)

Resource specialists assigned to the Aiton School in art, mathematics, psychology and reading have been made available to the Parent-Partner Traineeship during its orientation sessions and at special workshops. As the project's budget contains no money for consultants this resource of the school's specialists has been of inestimable value. Actually these specialists can be equated as a supplement to the training staff.

PROGRAM SETTING

The Parent-Partner training program is housed in one section of a temporary building on the Aiton School grounds. The space consists of a small office, closet, sanitary facilities and a classroom. The physical accommodations are adequate for small group activities of parents and pupils. It is obviously overcrowded when all of the parents are there for workshop and other total group instruction. All of the chairs, with a few exceptions, are built of a size for small children. Parents, as adults, cannot sit comfortably but have voiced no complaint. Other equipment are book shelves, long work tables, one desk, a piano and few portable items like a record player and blackboard.

Fortunately, several of the training segments are scheduled inside the Aiton School building. These include cooking, classroom assistance, hall monitoring and operation of the comtutor center.

The instructional climate within the Parent-Partner Traineeship quarters is one of warm friendliness. There exists excellent rapport among the trainees, aides and the Director. In reply to one of the items on a trainee questionnaire eighty per cent of the respondents said they felt very welcome. Fifteen percent indicated that they felt comfortable in the program and five percent failed to answer.

Materials produced for current instructional purposes are displayed along the walls and on the shelves. Work records, however, are not maintained. During the individual learning laboratory period, one or two children receive the undivided attention of one adult. These relationships too appear to be warm and friendly. The cheerful appearance and relaxed atmosphere prove attractive to visitors and, presumably to the parents and pupils. Space limitations, however, may be detracting from the program as there is no sense of privacy in the seating of the parent-partners (trainee and pupil) when working together to improve the pupils' academic achievement.

TRAINEES

The program was set up originally to involve thirty parents as trainees. Registration was open to the first thirty who applied. Twenty-seven parents enrolled. Three or four have discontinued, reportedly due to personal reasons. An average of the total group attendance is approximately twenty. Normally the attendance pattern is that of small groups of five to seven trainees who rotate on different days during the school week. About 75% of those who enrolled learned about the opportunity through a letter brought home from the school by their children. This occurred only two weeks in advance of the traineeship. Some follow-up contacts were made by the Director but the shortness of the time element probably accounts for a smaller response than was anticipated.

In answering another questionnaire item, practically all of the parents who enrolled said they did so because they "want to help the children". A few of the parents are tutoring their own child in the program.

All of the trainees are women most of whom have children who attend Aiton Elementary School. Some have as many as from four to six of their children in Aiton, others have older children who were promoted from Aiton to junior high school. Two or three are not parents of Aiton pupils but all reside in the Aiton neighborhood. They vary in ages from young parents about in their twenties to, at least, one grandmother. Academically, ninety percent had gone as far in school as the 10th, 11th and 12th grades. Ten percent ranged from 3rd to 6th grade in school attendance.

In the Parent-Partner Traineeship proposal fathers were to be involved in a capsule workshop. This is another feature of the program that has not yet occurred. It is planned to be attempted during the latter part of April or early in May. At a conference participated in by representatives of Federal Programs, the Department of Planning, Research and Evaluation and Educational Services, Inc., with the program Director the importance of this activity was stressed and suggestions made both for recruitment of fathers and for possible training activities suited to them.

THE TRAINING PROGRAM

Reading, story telling, mathematics, manuscript writing and arts and crafts demonstrated by specialists and with some practice by trainees constituted the bulk of the Orientation Workshop. One session dealt with child development. This occurred during the first week of the Parent-Partner Traineeship. The last day was given over to team assignments, a meeting with the teachers, and routine procedures such as schedules, record keeping etc.

Trainees' responses in evaluating the Reading Orientation phase of the Workshop

THE TRAINING PROGRAM (Cont'd)

indicated that five parents were not in attendance at some of the sessions. Four of those who did not attend noted that they would like to have another opportunity for this.

Five, not necessarily the same, of the parents enrolled missed orientation sessions in mathematics. Only two stated on a questionnaire form developed by the Director that they did not learn anything new. The remainder responded affirmatively that this was of value to them and that they would like to know more about the new mathematics.

At later dates in the training period repeat workshops in both reading and mathematics were held. Evaluations by the parent-trainees of these subsequent workshops showed more understanding of the demonstrations and more requests were made for further training. Again, absenteeism was a factor ranging from four to seven who missed the presentations. Some of this was due to late registrants who were not yet in the program on those dates.

Trainee evaluations of their orientation are contained in the following table:

Workshop Topic	Very Useful	Useful	Not Useful
Description of the Program	21	3	
Good understanding of the Parent-Partner Traineeship	24	1	
Child Development	22	1	1
Reading	21	2	
Story telling	17	6	
Sharing with others	16	6	1
Manuscript writing	15	7	
Book binding	13	7	1
Meeting with teachers	21	3	

THE TRAINING PROGRAM (Cont'd)

The most significant learning was checked as the new mathematics. How to work with children and how to read and make stories more enjoyable received good ratings. All other items were ranked at or near the bottom of the scale, including goals of the school system and the meeting with teachers.

Ways in which the Orentation Workshop might have been more helpful to the trainees centered around more time. One suggestion was for a weekly workshop, while two parents described the orientation as "perfect".

Parents' expectations of what they hope to learn spot lighted "Problems children have and how to help get education over to them". The use that they thought they could make of this knowledge was to assist their own children as well as other Aiton pupils. The new mathematics was checked as the most important learning for them so far and ranked equally with "more about everything" in replies to what else they would like to learn. As for changes in the training program they are well satisfied with it as it is. Five have tutored their own children and seven have worked in the laboratory as team members with their own children. It is estimated by the Director that the training program has enabled parents to help one hundred and eighty pupils individually, as well as assisting fourteen teachers in their classrooms.

TEACHERS' OPINIONS

The worth of any training program can be judged by the product it produces. In this instance the product is the trainee. After the first two months of training the Director obtained evaluation reports from the fourteen teachers to whom parent-partners had been assigned. These are their estimates:

Commentary	High Degree	Average Degree	Limited Degree
Seems to like the children	13	1	
Speaks in a kindly manner	12	2	
Interacts with the children	11	3	
*Sensitive to children's needs	8	6	
Holds individual conversations	10	4	
*Fosters small group activities	7	7	
Provides individual instruction	11	3	
Works in team relationship with teacher	12	2	

TEACHERS' OPINIONS (Cont'd)

The fact that no trainees appear in the Limited Degree opinion column, as observed by the teachers, attests to real effectiveness of the training program. All teachers stated that the Parent-Partners have made a positive difference, but most thought that the pupils could have made more progress if their Parent-Partners had been able to come to the classroom more than once a week.

Results in terms of changes observed by teachers in their pupils were:

Changes	High Degree	Average Degree	Limited Degree
More positive self-concept	3	9	2
A feeling of being successful in some way	3	10	1
*An improved attitude toward authority	1	7	2
Improved social behavior	3	7	3
More respect for care of property		12	1
Greater group acceptance	4	7	2
*Increased school attendance	1	8	4
Academic progress in reading	3	7	3

*The items with an asterisk were marked by EIS to indicate a need for more emphasis in the training program.

OVERALL APPRAISAL

The Parent-Partner Traineeship has several strengths and some corresponding weaknesses. One great strength of the program is that the parents seem to enjoy their learning experiences. Interest is maintained at a high level without a sense of pressure, except for time. Their own initial desire to help children, coupled with this enjoyment of their own learning experiences, should prove to be a motivational force in the improvement of academic achievement and social adjustment of the pupils with whom they are partners. Emotional feelings and attitudes can be transferred even without actual transfer of training.

OVERALL APPRAISAL (Cont'd)

One grave weakness is the now unavoidable lack of comparison groups against which the progress of the trainees and the participating pupils can be measured. This lack could have been avoided if the evaluation had been contracted to start with the beginning of the project. If matching comparison groups were not available both the parents and their pupil-partners could have served as their own comparative yardsticks of progress by the administration of assessment instruments at the start and again (the same or alternate ones) at the close of the training period. Without this comparative information any gains in achievement have to be based on subjective opinions. What value there may be arises out of viewpoints from different sources: program staff, Aiton faculty, parent trainees, and evaluating agency. There will be an informal sampling of pupil opinions the soundness of which is limited by the young ages of most of the pupil participants. Theirs will be more in the nature of spontaneous answers than in thoughtful criticism. Altogether the evaluation data will be characterized by breadth rather than by in-depth factors which might be treated scientifically.

There is a strength and corresponding weakness in the training program. The flexibility of its structure makes it possible for the parent learning experiences to be fitted readily into whatever activity of the Aiton School is most productive to the school. This affords the parents a variety of school program experiences which would not necessarily by incorporated in a formal training outline. The weakness is that here, again, are unmeasurable factors. How can specific learning outcomes be used for evaluative criteria unless the learning activities are arranged and experienced sequentially to lead towards these outcomes? Although the Parent-Partner Program pattern can be used as a theoretical model, the unplanned diffusion of activities could not be replicated as to content.

A statement of objectives when not worded in concrete performance terms, and accompanied only by a listing of kinds of learning activities, leaves leeway for accidental learning content as easily as for formally acquired skills and knowledge. This two way learning procedure -- planned and unplanned but capitalized on -- is good if no standards are to be met. Otherwise this makes for quantitative judgment of achievement rather than also providing a qualitative one essential for reliability.

RECOMMENDATIONS

The following recommendations are more in the nature of suggestions for strengthening the current training program and as guidance for its continuation or the establishment of a Parent-Partner training center. They already have

RECOMMENDATIONS (Cont'd)

been shared in "feed back" to the program Director and, to some extent, incorporated into the ongoing training as well as in future planning. Given the limits in evaluation techniques as previously described the recommendations may add some dimensions to the program's direction.

I. Outside independent evaluation service should be contracted to run concurrently with the program, from its beginning until the end. Only in this way can the full values of evaluation be assured.

II. Objectives of the training program should be expressed in specific performance terms as criteria for judging outcomes of the training.

III. Minimum standards expected in performance should be qualitatively as well as quantitatively defined.

IV. Recruitment of potential parent trainees should take place much in advance of the program. Several procedures for contacting the parents should be used along with any necessary follow-up to secure an adequate number of applicants to begin training, as well as to have a reserve list for substitutions.

V. If no educational criterion may be applied in selection of applicants, pupils assigned to them as partners should be reasonable below the trainees in grade level.

VI. The orientation phase of the program should be lengthened before trainees become involved in any classroom observation or pupil activities.

VII. Orientation should be broadened to include more basic information about child development and behavior, trainee self-image and communication skills. These should be in addition to school instructional skills in reading and mathematics, and to acquaintanceship with the fundamental goals of public education, school program, personnel and procedures.

VIII. The curriculum guide for parents that is to be produced should be used as a training manual in order to insure sequential learning experiences, appropriate and innovative methods, and minimum standards of achievement.

IX. This program is worthy of continuance if it is more structured so that a research factor may be introduced through comparison measurement of learning progress.

RECOMMENDATIONS (Cont'd)

X. Preference should be given to pupil partners in the primary grades to prevent more serious problems when they move in to the intermediate grades later. Prevention is a wise and economic investment. Another argument in favor of concentration of assistance to the primary grade pupils is that the learning activities observed by the outside EIS evaluators are more closely in line with that age level, and the amount of academic knowledge and skills required of the parents as tutors and classroom assistants are less than are needed for the upper grade levels of instruction.

XI. If the Parent-Partner Traineeship at Aiton is to become a training center, this should be done by replication of the pattern, use of the parent curriculum guide, and supervision by the present Director rather than by an attempt to utilize the space and other facilities at Aiton as a central training center.

XII. More direct tie-in with home work centers should be explored and built in to the program if practical. The Academic Achievement team that visited the Aiton Parent-Partner Program and voiced a favorable impression to the EIS evaluator included a Homework Center representative. He expressed the thought that the Homework Centers might benefit from the Parent-Partner resources.